The Physical Educator of PHI EPSILON KAPPA

Volume X May, 1953 Number 2

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THE PHYSICAL EDUCATOR is published in the month of March, May, October and December by Phi Epsilon Kappa Fraternity, a professional fraternity in physical education at Indianapolis, Indiana. *Entered as Second Class Matter at the Post Office, Indianapolis, Indiana, under the Act of August 24, 1912.*
Single copies and back copies are 50 cents. *ALL FINANCIAL TRANSACTIONS SHOULD BE DIRECTED TO THE BUSINESS MANAGER, 3747 N. LINWOOD AVENUE, INDIANAPOLIS 18, INDIANA.*

In the Editor's Corner

The guest editorial this issue is written by Dr. Granville B. Johnson, Professor of physical education and chairman of the department, Denver University, Denver, Colorado.

The Challenge of the Moment

DESPITE the discouraging and distressing state of affairs of the moment, it might very well be that this is our greatest hour. As a matter of fact, perhaps physical education should rejoice that there is currently a revolution (of unknown magnitude) against the various phases of dishonesty and other forms of immorality. It would seem that the time is ripe to reemphasize some of the principles we have advocated in the past and to clarify our objectives.

Looking Back

When we look at the past—interestingly enough, hindsight is infinitely easier than foresight—it is seen that we have never as a profession clearly delimited and emphasized our real objectives. Rather we have bemused ourselves and others with such relatively unimportant things as skills mastery, certain untenable concepts of health, anthropometric changes, and above all, the fallacious measure of success as indicated by the score board in various athletic contests.

On those occasions when we have sensed our insecurity and felt the approach of impending doom, too many of us have thrown up a smoke screen of anatomical and physiological doubletalk or have tried to befuddle those about us with the jargon of statistics. We have neglected to stress as our objectives the fact that every phase of physical education is in reality a laboratory of life where those experiences that need to be learned in order that mankind will be able to survive may be mastered at first hand. As a matter of fact, in our attempt to win games and contests we have used our facilities to teach directly or indirectly, dishonesty and other forms of fraudulent practice.

Looking Ahead

It is felt by many leaders in our profession that now is the time to call to the attention of our students, our contemporaries, our administrators, the parents of our students, and the public in general, that physical education is an exceedingly powerful instrument to be used for the improvement of our social order.

In order to be more effective we must work harder than we have in the past, encouraging and stimulating democratic participation in the widest range of physical activities. Moreover, it may be necessary to modify many of our activities so that those individuals who do not belong to the aristocracy of size may have their opportunity to participate actively rather than vicariously.

We must capitalize upon our present opportunity to free ourselves once and for all from the strangling fetters of tradition and to use our knowledges of teaching and learning in order to develop better men and women for this 'moment of decision' in the world today.

This task before us will be infinitely more difficult and demanding than anything we have ever had in the past. This is because the criteria for success will be based upon different and higher sets of values than those that may be measured on a score board. None the less, these standards are so simple to define that their very simplicity comes as a shock.

A plain and unadorned statement of policy that will demand the utmost of all of us is—*that every boy and every girl with whom we come in contact must be better for having associated with us and the program we have designed for them.*

Can physical education meet this challenge? If we are to survive as a respected academic discipline, the answer is *we must.*

Granville B. Johnson

For Your Information

For the first time in the ten years that *The PHYSICAL EDUCATOR* has been published we present contributors by a father and son team. The guest editorial by "Dad" and the article across the page by "Son" are unique in this respect. Both members of this team have won the respect and admiration of the profession not only by their contribution to the literature but as leaders and teachers. We know you will want to hear again from them both.

C. O. Jackson

Some Psychologically Oriented Research

Warren R. Johnson

THE basic rationale of the material which follows is that one of the functions of modern physical education is that of determining the psychological as well as the physiological effects of participation in sports and other physical education activities upon the human personality.

Psychological Research and Psychosomatics

The psychological literature of the 1920's and '30's teemed with research on emotion. Generally characteristic of these investigations were the facts that: 1. the measures obtained were physiological in nature—varying all the way from single recordings of pulse rate to simultaneous polygraphic recordings of pulse rate, blood pressure, respiration, galvanic skin response and other phenomena; and 2. they were performed in laboratory situations in which emotionally exciting stimuli of various kinds were contrived in order that reactions to them might be studied (18, 19, 21).

There were undoubtedly several reasons for the fascination of these particular area of research. In the first place, probably no psycho-physical phenomenon is more significant to modern man than his emotions. However, we still know remarkably little about them. In the second place, research of this kind was attractive because of the fact that here was a psychological phenomenon which could be measured accurately and scientifically — even though indirectly—by way of its physiological components (3, 7). In particular, the galvanic and psychogalvanic possibilities were intriguing because of the implied exactitude of these electrical instruments which seemed to be leading psychological measurement closer to the realm of objective respectability of the physical sciences (2, 4, 16, 18).

In terms of detailed functioning, the bodily mechanisms involved in emotional upset are exceedingly complex and only partially and tentatively understood. Certain groups in psychology and physiology are at present assiduously concerning themselves with the systematic and meticulous ininvestigation of these matters (5). Psychosomatic medicine is based to a large degree upon knowledge of emotion—and in particular, upon knowledge of its physical mechanisms and manifestations (6, 23). Indeed, in the modern day of increasingly controlled physical diseases, we may expect the disturbances associated with emotional upset to loom larger in our society; consequently, it is to be assumed that research in this area will be intensified by medical as well as other interested groups.

On the other hand, in terms of a general explanation of bodily changes in emotional upset, our problem is not so difficult. We know that the human organism reacts to life as a totality—which means that our customary distinctions between mind and body are meaningless. For example, when we are in a situation which our experience has taught us is dangerous, our conscious awareness of danger and our bodily reactions to the danger make almost simultaneous appearances. If the danger passes quickly we are consciously relieved but may be aware that disturbance continues within our bodies; our hearts may continue to pound rapidly for some time, our hands may remain moist and clammy, and friends may tell us that we are pale. This prolongation of the upset is probably due to the fact that the blood chemistry has been altered by endocrine secretions and cannot readjust as rapidly as the neurological (autonomic) mechanisms (25).

If the danger does not pass quickly—or, indeed, if it has meaning for us in terms of continued anxiety—prolonged upset will ensue which may result in modifications in overt behavior under the stress circumstances, or may eventually result in actual damage to bodily organs, such as the heart, the small intestines or the islets of Langerhans, depending upon our particular tendency to somatize the emotion (24, 6).

Implications for Physical Education

It is in terms of the modified behavior under conditions of emotional stress that physical education becomes particularly interested in the phenomena of emotions. To begin with, we find in physical education and athletic situations just such intensely motivated and emotionally charged circumstances which make possible systematic investigation of this aspect of human nature in the midst of things. Thus, it is not necessary to bring subjects into the seclusion of the laboratory and, in order to test their emotional reactions, slap them, startle them, shock them, frustrate and gratify them. In such experiments, all but the most gullible of subjects carry in the back of their minds the assurance that if the experiment becomes too realistic or painful, the researcher can be sued! The researcher is also well aware of this fact, and must for the most part content himself with observations which, while well controlled, tend to lack the life setting, the realness of conflict and hazards, and the vigorously interacting personalities.

Emotion in Athletics

When the researcher leaves his laboratory and goes to life under pressure on the sports field or in

the gymnasium for his data, artificial contrivances are not necessary. For many days prior to competition, the researcher may study the reactions of athletes as they anticipate the coming struggle. He may test them during the hours preceding contests, he may obtain measures almost immediately before competitive action begins, and if need be, at various intervals after the contest he may administer tests which may shed light upon the question of the effects of the competitive experience upon the personalities involved. When one takes into account some of the extraordinary measures of emotional reactivity which have been obtained on certain types of athletes just prior to competition—including systolic blood pressure readings in excess of 230 mm hg before exercise of any kind—and when one takes into account the fact that some combative sports athletes have reported feelings of pre-contest stress that was entirely comparable to that which they felt prior to ground and air combat action in World War II, one can scarcely doubt either the realness or the intensity of the emotions experienced in certain of the athletic sports (12, 13).

It would seem reasonable to consider such athletic sports to be suitable experimental situations for the study of human nature as well as for the study of specific effects of sports competition upon the personalities involved.

Emotion and Quality of Performance

Physical education has another interest in the modified behavior of young men under conditions of emotional stress that is, perhaps, even more germane to immediate professional interests. Experienced coaches know that regardless of the level of conditioning, experience or skills knowledge, the psychological state of athletes as they enter competition has a direct bearing upon their subsequent performance. This psychological state probably reduces to a question of emotions, and is usually described in terms of intensity of motivation, "readiness" to compete, or a condition of being "up" or "down" for a contest. Evidence available at present tends to indicate that the measured level of excitation of athletic teams *prior* to competition is related to subsequent quality of performance (9, 10, 13).

Comparison of Sports

It is of interest that the several types of sports seem to have quite different intensities of emotion associated with them. Studies reported recently have shown by way of varied physiological measures that bodily reactions to pre-contest anxiety are far from being the same in football, wrestling, boxing, basketball, track, ice hockey or swimming (12, 10, 9, 15). The differences observed among these sports undoubtedly have important implications for the conditioning and dietary programs of the athletes involved. There may also be implications for the need to teach young men how to handle the intense emotion which builds up within them as contest time approaches—so that the emotional states will not dominate the personality, thus reducing its capacity for intelligent action.

The application of this educational concept would seem to extend far beyond the sports situation in the lives of the athletes (20).

One interesting piece of work which is now in progress is a comparative study of three different levels of the same sport and involves all high school girl subjects: a comparison of the emotional reactions of (1) participants in varsity and (2) intramural basketball and (3) spectators at boys' and girls' varsity basketball contests.

Emotions of Champions

In the course of investigations in this area, a number of top quality performers have been tested —including some national champions and individuals of All-American caliber. It was interesting to observe that almost invariably these men became somewhat more reactive than they normally were as contest time approached, but that they never were found to be extremely reactive. This observation has suggested a rather peculiar neurological adjustment in these athletes which may be as characteristic of champions as exceptional muscular strength and cardiovascular efficiency (9, 13).

Emotions of Coaches

It is of some interest to note that certain explratory studies have been made into the question of emotional stress associated with the *coaching* of athletic events. Physiological measures of wrestling, boxing and football coaches before, during and after their respective contests indicate quite strongly that coaching gives rise to marked inward turmoil (14). Of course, such turmoil is not necessarily hazardous to a coach's health; however, certain circumstances commonly associated with coaching may make it so. It has been found, for example, that many coaches undergo discernible upset many hours prior to their teams' contests; moreover, some have been found to remain in an excited state that is sometimes comparable to that of their athletes and to remain in this condition for considerable time after the athletic event. It would seem entirely possible that for certain susceptible individuals there are implications for actual psychosomatic disturbance in this situation—particularly if the anxiety is of long duration and is accompanied by poor physical condition, especially cardiovascular, and inadequate rest.

Psychodynamics of Sports

It would be a mistake to assume that the physiological is the only possible approach to the study

of the emotional impact of sports participation upon the human personality. The entire area of the effects of highly charged sports experiences upon the deeper levels of the psyche has scarcely been touched—partially because of general lack of awareness of the profound significance of the problem and partially because of the absence of satisfactory techniques to measure psychic changes of these kinds. However, development of the projective type tests of personality has helped to alleviate this difficulty.

A little work has been done in this line. Stone at Harvard has presented evidence that a season's participation in varsity football had a cathartic effect of a psychological kind upon the players involved; he showed by means of certain projective techniques that the players experienced a significant drop in aggressive tendencies at the close of the football season (22). Harlow, also of Harvard, made an important contribution by applying psychoanalytic theory and certain projective techniques to habitual weight lifters in an effort to determine the sources of motivation for participation in weight lifting (8).

Other efforts in the direction of cathartic theory and projective personality testing have taken the form of studying certain effects upon an audience watching an exciting varsity boxing match. Bucke's House-Tree-Person projective test was administered to the subjects in such a way that their reactions were recorded before and immediately after the boxing contests. A comparative study of the resulting chromatic pictures which were drawn by the subjects revealed changes in several subjects which, in terms of extensive clinical data, seemed to indicate that the vicarious violence had provided an outlet for aggressive emotion. This particular material is not available in study form, but is indicative of a kind of investigation that is now possible for physical educators. More elaborate studies of individual sports and comparative studies of various sports by projective test means are now in preparation.

Although information of the projective test kind is still exceedingly tenative, it would appear that instruments and techniques are now becoming available for use on virtually all grade levels which will reveal a great deal more than is now known about the meaning of athletic sports in education and American culture.

However, in spite of the fascination of exploring this area, in the present state of knowledge of human emotion and personality structure, and in the present state of questionable validity of *all* of our known measures of these things, it is undoubtedly well to exercise extreme caution in the obtaining and interpreting of data.

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A Planned Physical Exercise Program? or "What Would You Like To Do Today?"

C. H. McCloy

WHEN a teacher has seen programs and systems wax and wane, and has seen fads come and go for as many years as I have—and I have been teaching physical education now for forty-eight years—he may be excused for becoming skeptical, now and then, when the newest model comes off the professional production line with all of the superlatives of the contemporary advertiser announcing its arrival. Too often that newest product, just a few years later, metaphorically speaking, occupies the historical place of the Stanley Steamer. Some of the proposals are the result of careful thinking—and these usually leave a permanent and useful deposit upon our physical educational methodology. Others seem to come rolling out of nowhere, like a tumbleweed on the prairies, to stick against someone's gymnasium fence—and clutter up our programs for a few months or even years before a contrary wind again blows them back whence they came.

The Physical Aspect

As a prologue to my major proposal, I should like to remind you that *our* field is the only one in education that works *primarily* with the *physical* aspects of the organism. Perhaps this should be qualified by stating that we also work in close harmony with the more enlightened medical practitioners and with health educators. It would seem to me, therefore, that when we say that we "should educate *through* the physical" that this is only part of the story: we must have "education *of* the physical" as well, for if we do not undertake that responsibility, few others will.

Over against a physical education program, planned by experts to meet the needs of our people, we have various haphazardly formulated programs that vary all the way from the unplanned throw-out-a-basketball "program," to numerous variations of perverted Deweyisms which, in turn, range from offspring of the lunatic fringe of Progressive Education (an *excellent* movement in its saner and more intelligently thought-out forms), to those debating society groups which seem firmly convinced that physical educators must assume the major responsibility for all constructive education, mental and moral—and with a bit of the physical thrown in if there is still a bit of time left.

Our Responsibility

I believe, therefore, that we physical educators should assume a major responsibility for improving the *physical* aspects of the organisms of our pupils. Many present day physical educators, apparently believe that if we "educate" our pupils "through the physical," an all wise providence will take care of the more purely physical aspects of our developmental process. In view of the things that we have seen of the physical development of our people, both in connection with observations and tests of the young men drafted during the last war, and as common observation of people in bathing suits at beach resorts such as Atlantic City, one tends to develop a strong degree of skepticism as to the degree to which providence has assumed that responsibility.

I recently read a book that was called to my attention by one of my South American friends, entitled "Gymnastique Formative-Éducative" by Dehoux[1] of Belgium. While a good part of the content of this two volume work is rather closely associated with the methods common to Swedish gymnastics, much of the emphasis by Dehoux is centered around the belief that intelligently guided cultivation and *development* is much to be preferred to later *correction* after things have failed to develop normally. As I shall point out later, men like Dehoux, Thulin[2] and Knudsen[3] have expressed the belief that we should start our careful physical education guidance in very early youth—long before the children come to the elementary school. This "formative physical education" would assume responsibility for a stimulation to normal and adequate growth, and the prevention of physical lacks and abnormalities, as well as the assumption of responsibility for the physical *education* of our youth. Animal experimentation[4] has indicated that carefully guided progressive exercise during the whole growing period, results in an improvement of from twenty to thirty percent in the adequacy of the development of the viscera, as contrasted with the development of the same organs

[1] Lucian Dehoux, *Gymnastique Formative-Éducative.* Liege, H. Vaillant-Cormanne, S. A., 4, Place Saint Michel, 4. 1947.

[2] J. G. Thulin, *Lärobok Gymnastic.* Sydsvenska Gymnastikinstitutet, Lund. Stockholm: Svenska Bokförlaget, P. A. Norstedt & Söner.

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[3] K. A. Knudsen, *A Textbook of Gymnastics.* London: J. A. Churchill, Ltd., 104 Gloucester Place, W. L. 2nd edition, 1947.

[4] S. Hatai, "On the Influence of Exercise on the Growth of Organs in the Albino Rat," *Anatomical Record,* 9:647. 1915.

under a program of practically no exercise—the condition that we find today in the majority of America's elementary schools. Careful attention to a type of formative and preventive physical education can prevent the development of most of the orthopedic disabilities for which we are forced now to prescribe corrective and adaptive measures later as well as general physical inadequacies of growth and development. Hence, just as preventive medicine has eliminated from most communities epidemics of typhoid fever, smallpox, malaria, and dysentery—so common half a century ago—so a "formative" type of planned physical education may eliminate many of the lamentable shortcomings and disabilities that afflict the physiques of so many Americans today. This means, among other things, much heavier dosages of exercise, progressively applied and skillfully executed, than is currently the practice today, as well as attention to proper carriage and good form.

Lack of Vision

I rather imagine that most physical educators would agree with what I have just written. If you do agree, I believe that you would also agree that as a profession we have failed to have much vision. At the present time, at the best, we serve only pupils from about six years of age to twenty years of age. At the worst, we are serving primarily the nine percent of our population who are in the junior and senior high schools, and in many parts of the country, serving only half of them. There are roughly six years between birth and entrance to the elementary school. These are extremely important years of growth, and there is a negligible number of pre-schools that might assume some responsibility for part of this period and most of them are primarily interested in mental growth. My suggestion is that as a profession we begin to think in terms of a planned program, simple but effective, which might be made available to *parents* through parent-education organizations, and through publication in magazines, books, and pamphlets, which could reach the group from about one year of age up to six. Knudsen[5] of Denmark and Thulin[6] of Sweden have written somewhat on this program. We have done practically nothing in this country, however, to meet the needs of this group. Hence, any "formative program" in the elementary schools or worse, in the secondary schools—usually has to start handicapped with the bad results of neglect during these earlier years.

The Aging Population

The other end of this age range is perhaps even more important. Two-thirds of our population are over the school age. An increasingly large number, each decade, are over sixty-five. The year I was born 3.4 per cent of the population were over sixty-five. As of the 1950 census, approximately 9 per cent are over sixty-five. Many of these are becoming less and less useful, becoming only consumers and not producers, because of physical inadequacies, many of which could have been overcome. What about our taking an intelligent interest in this group of people and training them to continue to be producers? Perhaps "corrective therapy" for the normal person[7] at every age may be one of our major contributions to physical education in the next twenty years.

We know the rather obvious fact that it is better for the individual to have kept in reasonably good physical condition *all* of his life, and to the readers of this Journal I do not need to belabor the fact that one does not advocate that every middle aged and older aged person should begin exercising before he has had an adequate medical and dental examination and been cleared for exercise by his physician and his dentist.[8] One does not advocate that an older individual whose electrocardiogram shows evidence of cardiac damage, or an individual who shows evidence of chronic kidney infection or inflammation, one whose blood pressure is abnormally high, or whose gums are foci of infection, should start a program of exercise except under the most careful observation and direction of a physician who is competent in the areas indicated. For the medically normal person, however, recent experience with exercise therapy (what is by some called physical rehabilitation, by others physical reconditioning, or corrective therapy), when carefully administered in slowly graduated doses is almost universally of benefit to the individual.

Some Advantages

Among the benefits to the individual of increasing age, might be listed the following:

First, it keeps his strength from waning. One does not have to emulate the muscular development of Mr. America (and probably should not), but one should have strength enough to do his job with ease, and to be able to go through the day and into the evening without undue fatigue. I

[5] K. A. Knudsen, *op. cit.*
[6] J. G. Thulin, *op. cit.*

[7] C. H. McCloy, "Corrective Therapy for the Normal Person," *Journal of Mental and Physical Rehabilitation*, June-July, 1950, p. 8.

[8] We are all accustomed to recommend a thorough examination by a physician. We are prone to overlook the fact that, especially among the older members of the population, infections in the gums and at the roots of deteriorating teeth may be potent well-springs of dangerous bacteria which may infect the endocardium and other parts of the organism. Hence dental x-rays interpreted by specialists should be considered to be an essential part of the physical examination to be recommended by the physical educator for the middle aged and older persons.

should like to point out that this muscular development of a normal type should extend also to the muscular development of the heart. We know that endurance is a function of a number of things among which, we may rapidly recapitulate, is an adequate amount of strength. Other things being equal, the stronger man, within reasonable limits, can continue work each day longer than can the weaker man.

Second, continued exercise which demands a modicum of endurance, develops a more abundant capillary bed in the muscles both of the body generally, and where some demand is made upon the heart in bursts of exercise of short dosage, the more extensive capillary bed is developed in the heart as well. If an individual is unfortunate enough to have suffered a coronary occlusion in the smaller of the coronary arteries, the extra supply of capillaries which has been induced by the exercise program, may be the life saving margin of safety, because of permitting the emergency establishment of an adequate collateral circulation with the arteries and veins of the undamaged part of the heart.

Third, we have also learned that adequate but not excessive exercise tends to stimulate the output of the cortex of the adrenal gland—that part of the gland which is sometimes called the "pep gland"—and causes the individual to feel better—to have a feeling of increased energy and of well being. On the contrary, an excess or over amount of exercise may cause the individual to have a feeling of exhaustion by a depletion or diminution of the excretion of this part of the gland.[9]

An Economic Problem

It would seem that as greater numbers of our population exceed the age of sixty-five, unless a large proportion of these people are kept strong enough and energetic enough to continue to work, that we will have a vast population of consumers who cannot maintain a status of being producers, to the point that eventually, within twenty or thirty years, almost every able bodied working adult will be supporting, through taxes, for the maintenance of these physiologically retired individuals at least a quarter of an adult—and this in addition to the bureaucrats! Just as some industrialists now reserve a certain proportion of job opportunities for those who have been partially disabled—such as jobs for amputees, jobs for the blind, and jobs for those who are suffering from the residual effects of poliomyelitis, and some positions for spastics, so it is even more feasible to reserve some types of jobs for those who are chronologically old, but physiologically still competent to do at least a good half day's work. This would relieve our economy from the necessity of supporting so many old people who have reached the retirement age and enrich our economy by permitting them to continue to make contributions in earning power, with the accompanying purchasing power for the stimulation of industry and business that this implies.

Opportunities

This type of physical education for the adult of all ages, also implies many, many more opportunities for physical educators to make contributions to the people of our society. Exercises for the older person, plus the exercise possibilities of reconditioning, rehabilitation, or corrective therapy for those who are ill or who are convalescing, might well double or triple the job opportunities for physical educators in the not too distant future.

Carry-Over?

If we are to give attention to physical education for adults, we certainly need to give much more attention than we are giving at the present to what we frequently call the "carry-over functions" of our programs. There are schools of physical educators who apparently believe that the only type of physical education worth while is a sports program. Let us examine this contention a little closer. Several years ago I investigated the proportions of various types of sports facilities which existed in this country, and did a little figuring. I computed the numbers of various kinds of sports courts, etc. that would be needed if *half* of our population between eighteen and forty-five alone were to want to participate in some form of sport in season three times per week. For each ten thousand of the population, this would come to six golf courses, four hundred tennis courts, four hundred handball courts, and four hundred badminton courts, twenty gymnasiums, five playgrounds, and three swimming pools! Let us interpret this in terms of Cincinnati, assuming a population of approximately half a million. This would mean three hundred golf courses, twenty thousand tennis courts, handball courts, and badminton courts, a hundred and fifty swimming pools, one thousand gymnasiums, and two hundred and fifty playgrounds! It should be remembered that this figure does not take into the picture at all facilities for children and for those persons who are over forty-five years of age, and yet there are physical educators who contend that sports constitute the only important type of activity that is worth teaching! To foster the idea that only sports are useful for carry-over purposes is to sentence the vast majority of our people to *no* exercise or physical recreation after the school years. *What* to do about this situation is another story, too long to record here.

[9] Personal communication from Dr. Max A. Goldzieher of New York. This statement is buttressed by Dr. Goldzieher's extensive research on the adrenal gland, but the study has not as yet been published.

The Need for the Physical

I believe that much of the fading out of the emphasis on the physical aspects of physical education has come from those of our profession who have developed inferiority feelings from the supercilious remarks of their underdeveloped colleagues in other departments, and who have (perhaps unconsciously) attempted to achieve "respectability" by deprecating programs of "physical training," and surrounding themselves with a smoke screen of psychological and "educational" jargon: one had to be "educational," even if it crippled the child! I believe that there are ample facts from biological and physiological research—not to mention those from the research in our own field, plus our abundant experience and collective observation—to justify us in back tracking a bit, and attempting to resuscitate the physical twin (of physical education). When he is given adequate attention and professional nourishment, I believe he will prove to be worthy of the fullest confidence as a worthy member of the family: I wouldn't be surprised if (when carefully studied) "physical" may prove to be every bit as important as "education."

Marbles and Lollipops

Hart E. Van Riper

IN THE hot summer days of 1951 and '52, while polio took a heavy toll across the nation, an experiment popularly dubbed "Marbles and Lollipops" made medical history. For the first time, large-scale field trials were conducted to test a method of control for polio. The substance tested was gamma globulin; the subjects were children, aged one through 11 years.

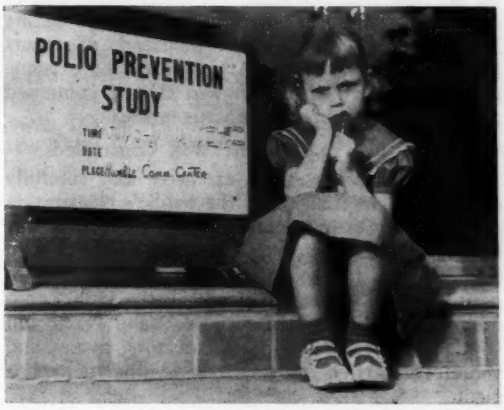
In the fight against polio—to which so many people have contributed—this episode was the most exciting to date. Some $18,000,000 of the public's funds had been invested in research, for a long time with little promise that this disease could be conquered. Now, years of painstaking laboratory work were bearing fruit. A beginning had been made toward ultimate control of this disease!

Since then, further developments have taken place. Thanks to continuing support of the March of Dimes, scientists are planning the first field trials of a polio vaccine, and manufacturers are preparing gamma globulin for limited use as a temporary preventive of paralysis.

But despite this good news there is still a long way to go. This year will see new outbreaks of polio and no startling reduction in cases can be counted on in 1953. A vaccine is not yet available —it remains to be tested. And despite every effort of the National Foundation for Infantile Paralysis, the American Red Cross and government authorities, gamma globulin is in such short supply that this year it can be given to fewer than one million children out of a population of 46,000,000 in the most susceptible age groups.

Before Gamma Globulin Was Tested

A long history of experiments and discoveries preceded the gamma globulin field trials. Early in World War II, when human blood was first broken down into its many component parts, it was discovered that the fraction, gamma globulin or immune serum globulin, contains all of the disease-fighting antibodies in normal human blood. Since then gamma globulin has been used against two other viral diseases: measles and infectious hepatitis.



A free lollipop after injection

In 1951, scientists working under March of Dimes grants, discovered that poliomyelitis virus can be found in the bloodstream of monkeys and chimpanzees four to six days after they have been fed polio virus. During this brief viremia phase, polio antibodies are also developed in the blood. In a few of the laboratory animals, sufficient antibody developed to prevent paralysis. In others, the amount of antibody was either insufficient or its development was too slow to ward off paralysis. However, by slightly increasing the amount of antibody present in the blood, paralysis could be prevented until the animal had time to develop its own natural immunity to the disease. In monkeys, the

time interval between the appearance of virus in the blood and the development of paralysis varied from three to seven days.

Because of the similarity of the laboratory disease in animals and the naturally acquired disease in man, it was felt that viremia might also be part of the human disease picture. If this were true, then by giving antibodies to humans just prior to or just after infection, it might be possible to prevent the development of paralysis.

Before testing this hypothesis, another discovery had to be taken into consideration. Earlier, as a result of a March of Dimes research grant, a three-year study of virus samples from around the world determined that three polio virus types can cause the human disease. Therefore, any substance that could be considered as a preventive for polio would have to act against all three types. For this reason, gamma globulin used in the polio trials was provided by the American National Red Cross from supplies of stored blood that had been collected during World War II from tens of thousands of donors throughout the country. A sample testing of some of this gamma globulin showed that it contained antibodies to all three polio virus types.

How The Experiment Was Controlled

With the stage set for extensive and carefully controlled field trials, only the public's cooperation was needed. As in all other efforts to combat this disease, the challenge was met. Parents responded magnificently to the call to "Marbles and Lollipops." While epidemics raged, nearly 55,000 children were brought to clinics in Utah, Texas and Iowa, where researchers, local doctors, nurses and volunteers carried out the critical human experiment.

Only half of the children received gamma globulin; the rest were injected with a similar-appearing, but ineffective gelatin substance. By establishing the latter group as controls, the scientific conditions of the laboratory could be paralleled in the field trials. This procedure was carefully explained to parents.

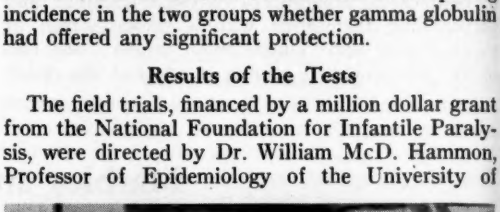
No one knew at the time—not even the investigators—which children received the blood fraction, and which the substitute. The fairest possible method was devised. The children were injected as they appeared and the syringes containing both substances were selected at random. Both looked exactly alike. The serial number on the syringe was entered on the child's record card, but the key to syringe numbers was locked away at the factory where the syringes were prepared. Packed 50 to a carton—25 of blood fraction and 25 blood substitute—the syringes were selected for packaging and numbering from stock piles of the two substances in the order that 25 white and 25 black balls (the "Marbles") were drawn at random from a box.

Boxes of lollipops were important, too. But it was left to the children to select the one they wanted as a reward!

Weeks later, after the tests were completed and all cases of paralytic polio occurring in both groups of children had been carefully studied, it was made known to doctors conducting the test what substance each polio-stricken child had received. Only then could it be decided on the basis of comparing incidence in the two groups whether gamma globulin had offered any significant protection.

Results of the Tests

The field trials, financed by a million dollar grant from the National Foundation for Infantile Paralysis, were directed by Dr. William McD. Hammon, Professor of Epidemiology of the University of



A future vaccine may prevent this

Pittsburgh's Graduate School of Public Health. In his preliminary report, Dr. Hammon's figures indicated that 26 of the approximately 27,000 children injected with gamma globulin had contracted paralytic polio, as compared with 64 cases in the equal number of children who had received the control material. This was statistical proof that gamma globulin does give significant protection.

Dr. Hammon's report emphasized that marked protection did not begin until the second week after inoculation and apparently lasted only through the fifth week. In that period, only six cases of paralytic polio occurred in the gamma globulin group in comparison with 38 cases in the controls.

In the first week nearly an equal number of cases occurred in the two groups of inoculated children. However, cases in the gamma globulin group were mild and within 30 days, half of them had recovered as compared to none in the control group. This seems to indicate that gamma globulin injections during the late stages of incubation may modify the severity of the disease, even if it does not give complete protection.

In order that a maximum number of children may receive the benefits of gamma globulin, the National Foundation will spend $11,000,000 in March of Dimes funds to purchase from five pharmaceutical houses, their entire inventories and supplies through June 30, 1954. Part of these funds will be spent for purchase of fractionating equipment, needed in the processing of this material. Because this gamma globulin has been collected on a widespread basis, further testing is expected to reveal that it contains antibodies to all three polio virus types.

These supplies will be turned over to a national stockpile under control of the Office of Defense Mobilization for allocation as determined by need. Thus for the next two years we will have a curb on polio paralysis if not the means to eliminate it altogether.

The Outlook for a Vaccine

At best, gamma globulin is not the final answer to polio control. This must come through an agent that gives lasting protection and that can be produced in quantities sufficient for the public's needs. Although the search for an effective drug continues, it appears that the most likely way to control human paralytic poliomyelitis will be through vaccination.

A vital step toward a vaccine was the development of a method to grow polio virus on nonnervous tissue. All three types of the virus can be grown on small bits of human or animal tissues which are themselves growing in test tubes. This opens the way to mass production, whenever an effective vaccine is ready for universal use. First there must be mass human trials, followed by the time-consuming processes of evaluation and retesting. Tremendous progress has been made toward taking this forward step.

In all this picture of hope and progress, the time element is a disturbing factor. People outside the professions find it hard to understand why we cannot move more swiftly against polio. It will be hard for parents who see their children stricken, believing that a vaccine is just around the corner.

For the time being, we must urge the same precautions that have been accepted practices year after year when polio strikes. These are to avoid fatigue and chilling; to keep children away from crowds and new contacts; to practice good personal hygiene; to watch for symptoms and advise your doctor early; and to rely on the services of local chapters of the National Foundation for Infantile Paralysis, when financial help is needed.

These are the facts, but they do not minimize the speed of events in recent polio research. During 4,000 years since polio probably has been on this earth, few moves against it were made. Now within the life-span of today's children, the final move is in sight.

Note: A short film on the gamma globulin field trials, "Marbles and Lollipops", may be borrowed free of charge for group showings. Write the National Foundation for Infantile Paralysis, 120 Broadway, New York 5, N. Y.

The Status of Elementary School Physical Education

James H. Humphrey

THE FIELD of physical education has experienced a somewhat paradoxical situation with respect to the part it has played in elementary school education. As far as organized physical education has been concerned, it has been the policy to start at the top of the educational heap and work down into the elementary school, a condition which seems to be in direct contrast to sound educational procedure. This may have been brought about because only in recent years has physical education been accepted, with any degree of entirety, as a contribution to the total education of the individual.

Historical Development

Although some of the early educators and philosophers recognized the need for physical education at the elementary school level, it has been only recently that this phase of education has found its way into the elementary school as an integral part of the program. Historically, we might trace the contemplation of its inception back to the early Greeks when Plato advised that all early education should be a sort of play, and develop around play situations. Locke in the 17th century was of the opinion that children should get plenty of exercise early in life as was Rousseau a century later. The ideas of these men were carried out to a certain extent by Christian Salzmann when he opened a school for small children in 1784. Salzmann's school is said to have been one of the first to have an organized program of physical education at the elementary school level, the children spending at least one hour in gymnastics and several in recreation each day.

From this beginning we are gradually coming to the realization that physical education is an important factor in the education of the elementary school child. At the present time we find ourselves "scratching the surface" of an almost totally unexplored pathway leading to a desirable educational

experience. Indeed, physical education is enjoying a rather unique place at this particular level. This is especially true of the last decade and is manifested in a variety of ways. More and more articles are appearing in the professional literature which give specific attention to physical education at the elementary school level. The inauguration of a section at the convention of the American Association for Health, Physical Education and Recreation at Kansas City in 1948 is further evidence that increased impetus is being given to this important phase of education in the elementary school. The most recent indication of a growing interest in this area was the National Conference on Physical Education for Children of Elementary School Age held at Washington, D. C., in January 1951.

A Survey

In an attempt to ascertain the current status of elementary school physical education the writer recently conducted a survey of the State Departments of Education. The response to the quest or information was especially gratifying in that 44 of the 48 States furnished some interesting data.

Thirty-three states replying indicated that they have physical education supervisory personnel available, but there was almost unanimous agreement that more personnel for supervision and consultant services is needed to assist local communities with their programs in the elementary school. Six of the states pointed out that although there was no special supervision available in this specific area, this part of the program had the services of general supervision. In over 80 per cent of the states replying there is maintained a relationship with the local board of education by means of a consultant or advisory capacity, with eight states revealing no such relationship.

Thirty-one states or 75 per cent at present, or at one time, have furnished a course of study. In three states courses of study were being prepared, and ten states disclosed that they did not furnish this material. A few in the latter category maintained that it was a State Department philosophy to encourage local curriculum development rather than on a state level, basing it on local and individual needs of children.

In approximately 57 per cent of the states replying the classroom teacher has the responsibility for the instruction of physical education. Forty per cent of the states have both the classroom teacher and specialist handling the program. In this group, specialists are employed for the most part in the larger communities with the classroom teacher still assuming the major responsibility, especially at the primary level. None of the states reported the use of specialists exclusively, and in only one instance was there mention of the use of the specialist becoming noticeably prominent.

With such a high percentage of classroom teachers responsible for the instruction there is conclusive indication of a need for some means of in-service training. Approximately 70 per cent of the states disclosed that some method of this type of service is provided. The most popular is the Workshop, which was used by one-half of the states providing a method of in-service training. Other methods include institutes, extension courses and summer session courses at State Teachers Colleges. In regard to the latter, only five states have no direct relationship with the teacher training institutions. On the other hand, 39 states, or approximately 87 per cent, work directly with these institutions in some of the following ways: (1) serving in an advisory capacity; (2) setting standards through certification requirements; and (3) using the services of teacher training institution personnel as consultants.

Importance of Physical Education

It is indeed pleasing to note in almost 90 per cent of the states replying that a marked increase in emphasis is being placed on the importance of physical education at the elementary school level, and the results of this study have revealed what might be considered some rather interesting trends in this area. In general, there seems to be a movement away from the haphazard type of program toward the organized program. This might seem to indicate that greatest emphasis would be placed on special instruction. However, this is not the case and the majority hold rather tenaciously to the idea that the instruction in physical education at the elementary level should be the responsibility of the classroom teacher. In view of this fact most of the states see a need for (1) more adequate supervision in this area in local school systems; (2) better preparation of teachers; (3) strengthening the program through in-service training; and (4) providing source material for people in the field.

Elementary education probably constitutes the most important sector of American education and it is fundamental to the growth and development of the child to see that he gets a good educational foundation. This being true, it is not surprising to find that physical education in the elementary program of education is being given increased attention. The fact that it makes such a fine contribution to the total education of the individual, not only justifies this attention, but makes it an almost indispensable part of the elementary school program when we think in terms of providing optimum growth and development for the child.

Qualifications and Accomplishments Found Typical of the Noteworthy[1] People in the Field

Don A. Veller

THE PRIMARY intent of a doctoral study[2] recently made by this author was to discover the noteworthy contemporary people in the profession (health-physical education-recreation, and component areas), and to submit the results for logical use as orientation material for beginners and as source material for instructors in orientation-type courses which deal with salient people. These noteworthy people were selected by a frequency analysis of names mentioned in the *Journal of Health, Physical Education, and Recreation* between the years 1930 to 1947 inclusively.

This article results from a sub-problem of the main study. Among several other things in the over-all study a list was made of all persons who were mentioned ten or more times during the period indicated above. It was considered of interest, and pertinent to the purposes of the study to gather certain information not available in the JOURNAL study concerning some collective personal qualifications and accomplishments which typify these noteworthy people. Consequently, a questionnaire study was carried out.

The Plan

In order to be consistent it was decided to send the questionnaire insofar as possible to all these people considered in this chosen subject area who were mentioned ten or more times. Four hundred and forty-eight persons were mentioned ten or more times during the 18-year period of the study. Among these, 44 were in outside fields; therefore, reducing to 404 people those eligible to receive questionnaires. The addresses of 10 of these could not be found, leaving 336 living people (58 of them were deceased) whose addresses were known. Of the entire 346 people (living) who were eligible, returns were forthcoming from 292 for a percentage of 84.1. In addition to the above, 14 people responded for next-of-kin. Thus a total of 306 questionnaires (75.74 per cent of the entire 404) were available for study.

A difficult, but interesting part of the investigation was in locating the addresses of these people. A great number of the addresses was found in the last Directory issue of the JOURNAL.[3] This issue, however, was compiled not by the nation as a whole, but by individual states. Where it was doubtful as to what state a person was from it was difficult to locate the individual. Also, several of the addresses were obsolete because the questionnaires were sent out approximately 17 months after the publication of the directory. A great many of the names, especially those retired or deceased, were not listed in the directory at all. No other list of retired or deceased was available, so their status, and others who could not be located, had to be traced through their last reference in the JOURNAL, personal letters to authorities, letters forwarded to the next-of-kin, letters returned to the sender, and personal conferences with present day authorities. Approximately 80 letters were sent out in an effort to trace these "lost" people.

Sixty-five letters were sent out to get the questionnaire data answered on as many of the deceased as possible. Two sources were used for this. One was to contact next-of-kin and the other was to send the questionnaires to people who were known authorities on the lives of certain people. For instance, Paul Bennett[4] answered the questions as they applied to Dudley Allen Sargent.

Although the questionnaire was not perfect, and parts of it were not used, it proved adequate for the intended purpose. It was pre-coded in so far as possible, and the results which follow were tabulated by the IBM.

The People

More of these noteworthy people were born in the State of New York (35) than any other, and Ohio produced the second highest number with 29. Illinois ranked third with 24, and Massachusetts was fourth with 22. There was a drop of 8 to the next highest state, Kansas, which was the birthplace of 14. Pennsylvania, Indiana, Michigan, and Nebraska are other states in which 10 or more noteworthy people were born. States which can claim 5 or more noteworthy people in this field in the order of descending frequency are: Iowa, Missouri, New Jersey, Wisconsin, Minnesota, Virginia, California, Maine, and Oregon.

The number of noteworthy people who were born

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[1] "Noteworthy," as used in this study, means worthy of note according to editors and writers in the *Journal of Health, Physical Education and Recreation.*

[2] Veller, Don A., *Noteworthy People and Their Fields and Locations, As Evidenced by Frequency of Mentions in the Journal of Health and Physical Education.* Unpublished doctor's thesis, Indiana University, Bloomington, Indiana, 1950. 381 pp.

[3] "Membership Directory," *Journal of Health and Physical Education,* 18:447-552, September, 1947.

[4] Bennett, Bruce Lanyon, *The Life of Dudley Allen Sargent and His Contribution to Physical Education.* Unpublished doctor's thesis, University of Michigan, Ann Arbor, Michigan, 1947. 300 pp.

in the various foreign countries is as follows: Germany (7), Canada (5), Australia (3), England (2), and Austria, China, Czechslovakia, Latvia, Scotland, Switzerland, and Russia, 1 each.

Almost 45 per cent of the people responding to the questionnaire were born in the 1890's, meaning, of course, that they were in their forties or fifties during the period of this study. In general, the women in this selected group were younger than the men. Almost 30 per cent of the women were born after 1900; whereas, less than 22 per cent of the men were born after this date. Three women and 1 man were born after 1910. Four of the women failed to reveal their ages.

Of the 204 men respondents, 195, or 95.59 per cent, were married. The average number of children was 1.88. Among these fathers the number of children ranged from 1 to 8. For the women the situation was entirely different. Less than 1 out of every 5 of the 102 women respondents were married, and they were the mothers of a total of only 6 children.

Education

Two hundred and eighty-four, or 92.48 per cent of those responding had bachelor degrees, or higher, and 229, or 74.83 per cent, had received the master degree, or above. One hundred and fifty, or 49.02 per cent held the doctoral degree. Seventeen people (5.56 per cent) had received the honorary doctorate. Twenty-two or 7.19 per cent, had received no degrees at all. This last group was composed almost entirely of "old timers."

The various kinds of doctorates as follows: PhD —49.33 per cent, EdD—23.33 per cent, MD—24.67 per cent, and others—2.67 per cent. Although the specific figures are not available, it is rather apparent that there is a trend away from the medical degree in this field, because a great proportion of those holding this degree comprised the oldest group of respondents.

Of the bachelor degrees, Springfield College led in frequency with 31, or 11.40 per cent of these noteworthy people. Columbia was second highest with 8.09 per cent of the bachelor degrees, while almost 7 per cent of them were granted at Oberlin. The University of Michigan was fourth highest with a percentage of 5.15, and the Universities of Illinois, Wisconsin, and California were tied for fifth, sixth, and seventh ranking, each with 8 bachelor degrees. The University of Chicago granted 7 and George Williams College, University of Iowa, Indiana University, University of Nebraska, University of Oregon, Smith College, Wellesley College, Yale University, Wesleyan University, Harvard University, and Mount Holyoke College, each granted 3.

Columbia University, which had no close rival, granted nearly one-third (31 per cent) of all the master degrees. New York University was next most prolific with slightly under 8 per cent (7.86). The University of Michigan (5.68 per cent) and Springfield College (5.24) ranked third and fourth respectively. Tied for fifth and sixth were the Universities of Illinois and Wisconsin with 3.49 per cent, while Clark University bestowed 7 (3.06 per cent), and Harvard 6 (2.62 per cent) among all the master degrees. The University of California, Oberlin College, and Wellesley College, each granted 5 (2.18 per cent).

Twenty-six per cent (39 people) of all the doctoral degrees awarded to this noted group of people came from Columbia University. New York University was a close runner-up with 38 doctorates—or 25.33 per cent. Collectively, these two institutions granted over one-half of the doctorates. The University of Michigan awarded the doctoral degree to 4.67 per cent of the respondents. Institutions each of which granted 4 per cent of the doctorates are the Universities of California, Iowa, and Chicago. Indiana University followed with 3.3 per cent and Harvard, Yale, and the University of Oregon were next with 2.67 per cent each. Columbia bestowed the greatest number among the PhD degrees, while New York University led among the institutions granting the EdD.

Age and Degree

The mean age at which these noteworthy people received the bachelor degree was 24.8 and the average for the master was 32.28. The doctoral degrees were received at an average age of 36.04. The mean ages at which the people received the various doctoral degrees were as follows: MD (29.24), PhD (36.87), EdD (41.94), and other kinds (31.75). When the PhD and EdD degrees were computed as one (they seem to be currently most popular in this field) the average age for receiving the doctorate became 39.22.

Although no specific data are available, there is reason to believe that the younger people were obtaining their degrees at an earlier age than the older folks did. In other words, there seems to be a trend towards securing degrees at a younger age.

Positions

There seems to be reasonably favorable job tenure among these noteworthy people as the "average number of years on the present job" was 15.98. The average number of years in the profession was 30.8. These figures would be even higher if all the respondents had reached the end of their careers.

Over one-fourth (27.78 per cent) of the noteworthy people described their work as that of a college administrator. The next highest group (19.28 per cent) indicated that they were teaching on the college level. Next in frequency were state supervisors (7.52 per cent), the combination

of teacher-administrator in college (6.82 per cent), and supervisors on the elementary-high school level (6.21 per cent). Other positions held by from 3 to 5 per cent of the noteworthy people include the following in the order given: Teacher-administrator-writer-research man on the college level, national office holder, administrator in elementary and high school, public and/or school recreation worker, and administrator non-school.

When all who stated that they worked on the college level in some form or other, are added together, they comprise nearly 65 per cent of the entire group. These data might suggest to the beginner who is interested in becoming noteworthy in this subject area that he should aim towards the college level for his career.

The women were more often college teachers than administrators; whereas, in the case of men this status was reversed.

Choice of Profession

The questionnaire also revealed that the leading reason for entering this profession (26.40 per cent of the respondents) was "love of sports." The next most frequent cause (23.10 per cent) for entering this profession was indicated as "intense belief in its purpose," while 17.40 per cent answered that they chose this career because of the "influence of a teacher in this field." The fourth highest cause reported (12.54 per cent) was "interest in the welfare of people," while approximately 5 per cent (4.95) indicated a combination of "love of sports" with one or more other categories. Almost 4 per cent (3.63) of those answering indicated that they had "just drifted into this type of work." The same percentage of respondents gave as their reason a combination of "interest in the welfare of people" and "intense belief in its purpose." Less than 2.5 per cent (2.31) entered the field because of the "influence of a coach." None indicated that he entered this field because he "thought it was glamourous."

The reasons for entering the profession differed very little between the sexes. The leading cause stated by the women was "love of sports" (30.30 per cent), while their second most often stated reason was "influence of a teacher" (21.21 per cent). For the men "intense belief in its purpose" (26.47 per cent) was first and "love of sports" was second (24.51 per cent).

Over three-fifths (61.58 per cent) of the men received at least one letter award for participation in varsity sports in high school and slightly over one-fourth of the women were varsity award qualifiers. Over two-thirds (67.48 per cent) of the men, and over one-third (36.27 per cent) of the women won varsity emblems in college.

Memberships

Almost one-fifth (19.93 per cent) of the respondents indicated that they were members of the American Academy of Physical Education,[5] and three times as many men were members as women. Nearly one-half (47.06 per cent) of the men were members of the College Physical Education Association. More than two-fifths (40.69 per cent) of the men were members of Phi Delta Kappa and nearly two-fifths (39.70 per cent) were YMCA members. Over one-fourth (25.98 per cent) of the men responding were members of Phi Epsilon Kappa, while less than 1 of 10 men (9.31 per cent) had qualified for Sigma Delta Psi.

Well over one-half (56.86 per cent) of the respondents were NEA members, and 89.22 per cent were members of the American Association for Health, Physical Education, and Recreation. The men can claim 87.25 per cent membership in this latter organization, while the women can boast a 94.11 per cent affiliation.

One out of 5 (20.92 per cent) belonged to the State Directors Society, and approximately the same proportion were members of the national Recreation Association. Only 13.07 per cent were affiliated with Kappa Delta Pi.

Over one-half (50.98 per cent) of the women had joined the National Association of Physical Education for College Women and nearly one-third (31.37 per cent) indicated YWCA affiliation. Almost 22 per cent (21.57) of the women were in Pi Lambda Theta, and slightly less than 14 per cent (13.72) indicated the Women's National Officials Rating Committee. Less than 6 per cent (5.88) were members of Delta Psi Kappa and under 4 per cent (3.92) were in Phi Delta Pi.

Written Contributions

Among the 306 people responding to the questionnaire, 263 indicated the number of magazine articles they had written. Some of these answers, of course, were estimates, especially with such people as Thurman B. Rice and James E. Rogers, each of whom estimated that he had written 500 articles. The average number of estimated articles written by the respondents was 38.17.

The number of books written or co-written by these people ranged from none to the very prolific 37 of Jesse Feiring Williams.

A total of 964 books had been written by the 304 people who answered this question—a per person average of 3.17.

The persons discussed by the author are truly leaders in the field and noteworthy in every sense of the word.

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[5] Includes active, associate, deceased, and retired members.

Selection of Playground Equipment

Norman R. Miller

BEFORE EQUIPPING the school or community playground, careful study should be made to select apparatus that will provide maximum climbing-play-exercise value and safety for the children, as well as economies for the purchaser.

A report of the National Conference on Physical Education for Children of Elementary School Age, published by The Athletic Institute, Chicago, has this to say on the subject:

"Children of elementary school age need equipment if they are to attain well-rounded physical and social development. Any community hoping to organize an adequate activity program must be willing to supply essential items. Care should be taken in the selection of equipment to choose those pieces which will best fit the age, size and skill of the boys and girls concerned."

Thus, your ideal playground should incorporate a primary play area for children 2 to 6 years old, a junior play area for 6 to 10 years, and a senior play area for 10 years and over. Apparatus should be sized and designed to intrigue the interest and develop the abilities of these distinct age groups. Be sure to select only strong, ruggedly-built safe equipment of approved design, free from mechanical gadgets or parts that require constant maintenance or supervision.

What Are Children Like?

In early childhood, the larger muscles of the trunk, legs and arms are more developed than the smaller muscles of the hands and feet. At this stage, boys and girls need, besides running and jumping activities, the climbing exercise that is well supplied by play on a playground climbing structure. At this period, children are imaginative. They like to create and explore, and engage in group activities. Climbing one of these units, they probably imagine themselves scaling the walls of an ancient castle and exploring its halls and battlements.

Tiny tots have a short attention span, so they must engage in many activities of short duration. These needs can be met by a variety of apparatus, permitting the youngsters to move from one unit to another. In this connection, it might be well to point out that swings, slides and other units should be installed "in line" or in batteries to conserve ground space for the essential free-play, organized game areas, and to provide a neater, more orderly, more attractive appearance generally with additional safety for the children.

Selection of Units

The wise approach to economy in establishing a new play apparatus area is to first select the basic units. In order of their importance and popularity, these essential pieces are as follows: Swings, slides, climbing structures, see-saws and merry-go-rounds.

With these basic devices installed in proper sizes for the various age groups—primary, junior and senior—you have gone a long way toward meeting the play-exercise needs of the children using the playground. Later on, whenever funds are available, you could make the apparatus area more varied and appealing by adding a giant stride, ocean wave, horizontal ladder, flying rings, parallel and trapeze bars. The latter four units are ideal for older children, particularly those who have reached the awkward stage and need certain exercises that will develop skill and coordination.

Now we come to the important matter of sizing the basic units properly:

Swings—A swing set, equipped with six chair-type nursery seats and installed on a seven-foot frame, is recommended for the tiny tots, while an eight-foot high swing set, with standard seats, could be installed for the older primary group children. Frame heights may be raised to 10 feet in the junior area, and to either 12 or 14 feet in the senior. To assure maximum safety and durability, select swing frames of tested, hot-dip galvanized steel pipe, locked rigidly together with certified malleable iron fittings. Swing hangers of malleable iron, certified to test more than 50,000 pounds tensile strength per square inch, and oil-impregnated bronze bearings guarantee extra protection and greater maintenance economy.

Slides — Platform heights and chute lengths should be graduated for the various age groups. For the primary area, the slide could be either 5 feet high, 10 feet long, or 6 feet high, 12 feet long. The ideal slide for the junior area is one with an eight-foot high platform and a 16-foot chute. The senior slide may be either 10 feet high, 20 feet long, or 15 feet high, 30 feet long.

Climbing Structure—It is natural, even though sometimes dangerous, for children to want to climb trees, telephone poles and buildings. To satisfy youth's urge to climb, but in safety, climbing structures were designed and the units accommodate many children at one time. They are sized to handle 20 youngsters on the 7-foot high primary unit, 30 on the 7′9″ junior, and 50 on the 9′9″ senior.

See-Saws—The portable see-saw, complete with 1 ⅔-inch hot-galvanized structural steel pipe rocker-type frame, is designed for either indoor nursery school use or outdoor tot lots. It is built in two models, with rocker-type frame either 18 or 20

Fun on the Playground

inches above ground. The stationary see-saw, with boards constructed of select 8/4-inch fir 10 feet long, 10 inches wide, is an ideal unit for the junior area. Another is designed for the senior area has boards 12 feet long, 12 inches wide. All corners and edges should be smoothly rounded with seats saddle-shaped for maximum comfort and safety. See-saw fulcrums that provide three-way adjustability at fulcrum point to compensate for the varying weights of the children are a desirable feature.

Merry-go-Round—The merry-go-round is always a popular device at playgrounds. Carrying capacity loads of 25 to 40 children, the merry-go-round is reinforced and counterbraced underneath and throughout the entire structure.

It might be well to devote some discussion to the supplementary list of playground equipment which follows.

Giant Stride—This unit is highly popular with children and provides unlimited vigorous exercise opportunities. Available in junior and senior sizes, the giant strides have improved head assembly, which assures a smoother, easier flowing revolving motion. The units are equipped with either 6 or 8 ladders and suspensions, which are fabricated from No. 8/0 steel chains. Center support post is fabricated from 4½" structural steel pipe, 15 feet long overall to stand 12 feet above ground after concrete setting.

Wave Stride—The wave stride accommodates many more children than the giant stride. Gripping the handrail, the youngsters propel the wave stride by pushing against the ground with their feet, achieving a circular in-and-out, up-and-down motion to exercise nearly every muscle in their bodies. The junior wave stride is 7½ feet above ground, and has a wave circle diameter of 8 feet. The senior wave stride is 10 feet in height and 8 feet in diameter.

Ocean Wave—Children of all ages have a wonderful time on the ocean wave which, with its massive seat circle of 12-foot diameter, will accommodate as many as 30 children with complete safety. It is propelled by the children taking turns alternately with the riders. A safety handrail of structural steel pipe encourages the children to remain properly seated when the ocean wave is in operation. A guard rail also keeps all action away from the center support post and protects the legs of the youngsters. The height of the seat-circle above the ground is 28 inches.

Horizontal Ladder—This unit provides splendid exercise opportunities for children, and aids greatly in the development of the youngsters' back, chest, shoulder and abdominal muscles. The junior model is 6 feet high above ground and is 12 feet long, sized to the exact requirements of the younger children. The senior ladder is 7½ feet high and 16 feet long overall, ideally sized for the children of the upper and middle grades.

Horizontal Bars—Single horizontal bar outfits are ideally suited to public playground requirements. Over-size uprights are fabricated from 2½-inch new structural steel pipe, stand 7½ feet high above ground after setting in concrete to a depth of 2½ feet. Horizontal bar is of 1⅛-inch smoothly-drawn, cold-rolled steel and is adjustable to desired heights. American also has developed a triple horizontal bar which is an economical unit for the children's playground. Uprights are fabricated from 2⅜-inch structural steel pipes, which provide horizontal bars each 4 feet long, at above ground heights of 4½, 5½ and 7 feet after setting three feet in concrete.

Parallel Bars—Approved heavy-duty regulation bars, designed for outdoor use, will help build stronger backs, chest, arm and abdominal muscles. Strongly constructed with upright supports fabricated from 2⅜-inch tested steel pipe, the parallel bars are 7 feet long overall to allow setting in concrete to a depth of 2½ feet. Bars are fabricated from smoothly drawn 1½-inch cold-rolled steel 10 feet long, secured to the uprights by special malleable fittings.

Flying Rings—Arranged for 14-foot high frame, the flying rings are fabricated from certified malleable iron or cast aluminum. Improved design and special toggles provide both ideal grip and perfect balance, with suspensions of No. 10/0 chains.

Trapeze Bar—Arranged for 14-foot high frame, the trapeze bar is 30 inches long. Suspensions are extra heavy duty No. 10/0 chain tested to more than 4300 pounds tensile strength, with oil-impregnated bronze bearing swing hangers, similar to hangers on flying rings.

It is hoped this brief discussion has been of some value in presenting equipment problems on the playground. While not every playground includes all of the equipment mentioned it is likely that a long-term plan may make it possible to add a piece or two a year and thus help make a greater contribution to the children in that school over a period of time.

Washington: The only place in the world where sound travels faster than light.

—PHILNEWS.

Don't Neglect the Service Program

Ray O. Duncan

IT SEEMS TO ME that college and university personnel have been talking less about their service programs and perhaps doing less about them the past ten years than in previous years. Someone may take exception to this statement and offer proof to refute it. I hope that it can be done because the "service program" is the core of physical education and the reason for physical education being a part of the school curriculum.

The past ten years has been a decade of growth for professional preparation in physical education, health education and recreation. National conferences have been held in regard to both the undergraduate and graduate levels. Copies of these reports may be secured from the Athletic Institute, 209 S. State Street, Chicago 4, Illinois. There has been a great increase in the emphasis upon graduate preparation. Programs leading to the Master's and Doctor's degrees have been introduced at many colleges and universities. One cannot attend our conferences, read our professional literature, or discuss problems with our leaders without being aware of the tremendous interest in the expansion of graduate work, particularly at the doctorate level. There is certainly nothing wrong with this development and none is implied.

However, there is a danger that our best colleges and universities and our keenest minds will become so enraptured with the graduate program that the service program may be neglected. To do so would be tragic. The college students in the service programs form their impression of physical education through this experience. These students will one day be fathers and mothers and community leaders throughout the land and, as such, will play a prominent role in determining how much physical education will be taught in the schools of America. It must be constantly borne in mind that most of the graduates of our professional preparation programs find employment in the service programs of the elementary and secondary schools of America.

There is certainly need for graduate preparation and a need for research. However, all of our efforts in this direction should be designed to benefit the children and youth enrolled in our schools. There are over 23 million children enrolled in elementary schools and more than 6 million in secondary schools. The higher education enrollment is less than 2 million. It is obvious that if physical education is to contribute to the education of American children and youth, it must be a part of the curriculum in the elementary and secondary schools. All of us who have been in the physical education profession for any length of time know the problems involved in getting more physical education into education.

All of the problems reduce to one of major proportions—*the people must want physical education for their children.* In many communities they do want it and one finds adequate facilities, good teachers and physical education schedule daily in all grades. In any community you will usually find the kind of schools and the type of curriculum which the people demand. One reason for the popularity of the interscholastic program is that the public is familiar with the program, the people have seen it, they like it and approve of it.

We must demonstrate the worth of physical education programs for all children and youth. It can be done but not by neglecting the service program. Only a small percentage of our youth go to college but all of those that do should have the opportunity to experience a service program in physical education, which is geared to their needs and interests. It can be and should be a worthwhile and meaningful experience which will enrich the lives of all participants and imbue them with a determination to provide such experience for their children.

It is certainly in keeping with educational advancement and the best academic traditions to expand graduate work in physical education, leading to the doctoral degree. However, if we do not maintain the sound educational status of our service programs and secure their acceptance in elementary and secondary schools, there may come a time when our Ph.D. graduates will be seeking employment in other professions.

Sportswriters - - - Physical Educator's Nemesis

Charles A. Bucher

DO YOU know what the man-in-the-street thinks about physical education? Have you ever asked the milkman, your neighbor, the lady behind the soda fountain such questions as, "Have you ever heard of physical education?" "What does this term mean to you?" "Do you think it makes a contribution to enriched living?" I have done this and must confess I'm not proud or pleased with the answers received. I realize more and more the importance of good public relations in our field. When I talk with the average layman about physical education, I become increasingly aware of the fact that sportswriters are interpreting for us, and I think they are doing a poor job.

The public thinks of a physical educator as someone like Jack Dempsey, Gene Tunney, Hank Greenberg, Bernarr MacFadden, or Gayelord Hauser. During World War II when the Armed Forces were looking for individuals to head up their physical fitness programs, they tapped the boxer, the ball player or some other outstanding professional athlete on the shoulder and said, "You're the one we want." "We've read about you and your great physical feats." They felt they were getting the most qualified physical educators to undertake the vital job of making our nation strong. The public thinks of physical education solely as the development of the "physical." Most individuals are not conscious of the mental, social and other objectives which are probably even more important.

Questionable Emphasis

Sportswriters are responsible for most of this ignorance and unconcern in regard to physical education. They view sports, games and other physical activities as media for showing the physical dominance of one individual, school or league. They are not interested in the so-called educational aspects and ridicule the physical educator. They have been misinformed. They stress what will attract—the sensational and the spectacular. They do not want to minimize "big time" athletics and little leagues. These are national in scope and have public appeal. They make good copy and give the sportswriters money and prestige. Intramurals, sports and play days, on the other hand, do not have this glamour.

Last year when the cry for "de-emphasis" in college athletics reached its peak, sportswriters suggested that in order to keep "big time" athletes from getting a "free ride" through college, they should not be allowed to major in physical education where they have such "snap" courses as dancing, handball, and arts and crafts.

At the 1952 Olympics the main concern of the sportswriters was to build up public sentiment for proving American superiority over the Russians on the playfields at Helsinki. There is a fund raising campaign already underway for the 1956 Olympics so that, as the sportswriters say, "We can beat Russia."

Recently, when the report *Desirable Athletic Competition for Children* was published, one New York City sportswriter devoted an entire column to discrediting the findings and the people who spent three years making the study.

There are many other instances where these so-called journalists have set themselves up as authorities in the area of physical education and the ironical part of the whole thing is that next to the comics, the sports page is the most widely read section of the paper. What is written there is taken as verbatim truth by 90% of the people.

As long as the public interprets physical education in the sportswriter's terms, we are lost. Although there are some sportswriters who understand our goals, the mass take an approach completely contrary to that of educators. They emphasize the pennant winner, the champ, the big rival game. They're interested in what the public and spectator want—not what is good for the participant. Let's turn the tables and show the public what physical education really means. Many experts in our field have listed public misunderstanding of our profession as its number one challenge—our most pressing problem. We must do something if we are to have respect and prestige in our communities.

What Can Be Done

I would like to suggest a three point program as a starter in interpreting our program to the public and in counter-acting the adverse publicity we receive from sportswriters.

First, let's get newspaper and other printed publicity. For the time being, let's concentrate on other sections of the newspaper and forget about the sports page. I think Simon McNeeley and the others responsible for the publicity on the report, *Desirable Athletic Competition for Children* should be commended. In New York City, for example, the release hit the front page of the second section of the *New York Times*, an ideal location. This helped to acquaint many with out problems in connection with highly competitive athletics for immature children. Since many sportswriters will not print such material or just condemn it, it is important to use another section of the newspaper where news will be reported accurately. We should

also try to have more articles printed in popular magazines. An article in the *Ladies' Home Journal* or *Women's Home Companion* would have over 4,000,000 guaranteed circulation and *The Reader's Digest,* 8,000,000 circulation. This would be an excellent opportunity to reach the public. Instead of continually being on the defensive, let's take the offensive.

Second, let's try to educate the sportswriters. Many take the wrong approach because they are not familiar with the true facts. Others are just plain stubborn. Let's bombard them with letters, telegrams and other communications when they take a stand which is contrary to our profession and commend them when they help us. Let's invite them to our conventions, meetings, schools and playgrounds. Let's make a positive attempt to present our philosophy and the goals we are trying to accomplish. A letter to the editor of a newspaper or magazine is also a very effective device at times. Last fall an editorial appeared in the *New York Times* praising Little Leagues. I wrote a letter to the editor of this paper. It was printed on the editorial page. Art Daley, well-known sports editor for this paper, was quite concerned that someone would disagree with him and he devoted his entire column one day to a rebuttal to my letter. Of course, he had the last word but the public at least recognized there were two sides to the question and it stimulated thinking.

Third, let's develop a "top notch" public relations program. We should have one person in the A. A. H. P. E. R. who is solely responsible for public relations. We should concentrate on this at our national, district, and state conventions. Let's form committees, panels and discussion groups to try to show every member of our profession how he or she can be a public relations expert. We are going to be strong as a profession, only as we become aggressive and determined and inform all the people of what we are trying to do. Every physical educator has a responsibility in his own community. They will listen. I wrote a ten page attack on highly competitive athletics for little kids in my own community (a hotbed for Little Leagues) and the local daily printed every word of it. The United States Office of Education, the American Medical Association and other agencies can help in our public relations program. Furthermore, don't forget radio and television. Educational TV stations are being established and time on radio is possible. Let's take advantage of these media to present our side of the story.

I think the American Medical Association's radio broadcast sometime ago entitled "Exercise and Athletics", carried over the National Broadcasting Company's hookup and narrated by Charles Laughton, was one of the best radio programs I have ever heard. It reached the public and impressed them favorably. It certainly did a great deal of good for physical education. I was so enthused, I obtained a tape recording and played it to several of my classes. We can do more along this line. This is the way to make our profession great and respected.

We don't have to be the victims of the sportswriters. We have a destiny. Through a concerted effort on our part, it is possible to separate ourselves in public thinking from the titled boxer, the big league ball player and the physical culture quack. It can only be done, however, if each and every one of us concentrate in our local community and attempts to inform others of our true goals in education. Let's not let a single opportunity pass to get on the platform for physical education. Of course *we* must first have enthusiasm and conviction in our work. Then, every time we get the chance, let's voice our opinion. Let's show the public the real worth of this work to which we have devoted our lives and energies.

. . . IF . . .

If everyone who drives a car could lie a month in bed
With broken bones and stitched-up wounds, or fractures of the head,
And there endure the agonies that many people do;
They'd never preach safety any more to me or you.
If everyone could stand beside the bed of a close friend,
And hear the doctor say "no hopes" before the fatal end,
And see him there unconscious, never knowing what took place,
The laws and rules of traffic I am sure we'd soon embrace.
If everyone could meet the wife and children left behind
And step into the darkened homes where once the sunshine shined,
And look upon that vacant chair where Daddy used to sit,
I'm sure each reckless driver would be forced to think a bit.
If everyone would realize pedestrians on the street
Have just as much the right-of-way as those upon the seat,
And train their eyes for children who run recklessly at play,
This steady toll of human lives would drop from day to day.
If everyone who drives a car would heed the danger signs,
Placed by highway engineers who also marked the lines,
To keep the traffic in the lane and give it proper space,
The accidents we read about could not have taken place.
And last—if he who takes the wheel would say a little prayer
And keep in mind those in the car dependent on his care,
And make a vow and pledge himself to never take a chance,
The great crusade for safety then would suddenly advance.

—Anonymous.

The Miracle of Growth

Walter E. Straub

THE GOAL of education today, as has always been its goal since its inception as an idea, is to make it possible for all new life, the child, to come to his full growth, mentally, physically and spiritually. It goes without saying that the end result, if the goal is attained, will be the happy man and the responsible man, willing not only to be responsible for himself but for the well-being of his fellowman.

The present knowledge with which we have to work to obtain our goal has been hardly won. We are indebted to a few great men who devoted their lives to the service of mankind. Of these men it may well be said, "No greater love hath any man than that he giveth up his own life for another." These men accepted as a constant the idea of growth potential inherent in the new life and by their works advanced the cause by many miles. Out of their will and efforts to produce a proper culture in which the miracle of growth inherent in the new life might take place most advantageously has evolved the theory today that children should be guided, interested and "disciplined" from within. John Dewey gave expression to this theory and it is believed his contribution will be of lasting influence.

Through newfound knowledge as to the whys and wherefores of human behavior, as has been gained through the findings of the infant science of psychology and psychiatry, we are daring to hope for even greater triumphs in our time.

In line with our better understanding of the nature of growth and how it takes place, timing in the presentation of our educational program is receiving profound consideration. During the elementary grades it is believed the child is best adapted to the development by practice of proper habits of health, self-discipline and wholesome outlook, upon which his well-being as an individual and a member of society will depend the rest of his life. Accordingly the endeavor is to supply a program (and environment) best calculated to serve in these respects and which may be constantly adjusted to his growing capacities and abilities to absorb. Junior high school boys and girls have greater needs of stretching out and experimenting and have begun to note the complexness of life. It is felt their consequent earnestness at work and play under supervision at the school is best met by a more personal consideration of them as individuals. Boys and girls of senior high school and college age are ready and desirous of taking their first steps as an adult. They show a marked avidity for facts of all kinds. It is assumed they are best served by furnishing these impersonally and leaving the interpretation of them to the individual.

As has been seen, the law of growth as a force is also on the side of the educator, but success comes slowly. We may only hope that our contribution will be great enough so that those who follow us may build upon it.

SOME CHUCKLES

"It matters not on what plane of life one labors, nor how large or small the number of his acquaintances, the man who toils and yet knows that in the circle of his influence there is, at least, one life in which there is sunshine where, but for him, there would have been shadow; that there is, at least, one home in which there is cheer where, but for him, there would have been gloom; that there is, at least, one heart in which there is hope where, but for him, there would have been despair—that man carries with him, as he goes along the journey of life, one of the richest treasures on this earth."

—Anonymous.

WORTH REMEMBERING

A man pays 50c for a shave. It costs $5 to shave a dead man.
A wool overcoat costs you $40. A wooden one costs $400.
A taxi to the show costs maybe a dollar for the round trip. But a limousine to the cemetery costs $10 one way.
Stay alive and save your money. It's easy: Drive Carefully.

A bee has a stinger actually .03125 inches long. The other 25 inches is strictly imagination.
Nebraska News Letter NAHPER

"Don't be afraid of asking a dumb question. It may provoke wisdom in someone else."

Edited by C. O. Jackson

Physical Education in Peru

Cesar Belevan-Garcia

THE evolution of physical education in Peru dates from the earliest cultural stages of the American continent. Education during the *Incas Empire* lay great emphasis on the physical aspect with a view to conditioning man to his environment. The ruggedness of the Andean region; the cold and dry climate in the mountainous areas of Peru and the rarified air of these generally elevated regions, all these factors contributed to hardening the body and developing a large lung capacity in our ancient Peruvians.

On the other hand, the work in which the Peruvians engaged necessitated arduous physical exercise. Communication was by foot; construction was by hand; labor and working hours were long.

We have here an example of the application of the adaptation to environment theory to physical education. Long before "Emile", the Incan mother was already practicing these ideas of Rousseau. Physical conditioning began at birth and continued in men and women into adulthood.

Historical

Physical education among the Incas was common to all children and young people of the Empire, who had to suffer the same privations and participate in the same athletic events. Education given to children of the higher classes can be compared,—in its severity and arduousnous,—to that given to young Spartans. But it surpassed Spartan education in austerity and morality. The Incas never condemned to death unhealthy children nor did they encourage theft.

The aristocratic ceremony of the *"Huaca cu"* analogous to knighting cavaliers of the Middle Ages, was the culmination of numerous trials of bravery and strength of character in which, after privations, flagellations, athletic, and military contests such as fighting, racing, jumping, throwing, and sham battles, the insignia of *"Son of the Sun"* was granted to those declared worthy.

Independence Day, September 7th
"For S. Paulo to Brasil"

The Spanish Conquest killed the flowering of this culture and colonialism failed to develop it. It was only recently, in 1905, that education in Peru received a powerful impetus.

With the establishment of the Teacher Normal School for men, a theoretical and practical course in physical education within the norms of the French Gymnastic System was taught. Beginning in 1906 the curriculum offered physical education as a required subject in all schools.

In 1910, with the appointment of two North American professors: Lockey and McKnight, another aspect was introduced: sports and games. Physical Education began to evolve around a mixed system: the old Amorosian gymnastics on the one hand, and sports and games on the other. And in 1919, the former gymnastics of Amoros were replaced by the natural exercise of Hebert.

Attempts were made with these ideas to find a happy medium, but the lack of competent teachers caused every attempt in that direction to fail.

In 1930 Physical Education and School Sanitation was established under Dr. Carlos Caceres-Alvarez. The French System was abolished and physical education was oriented along the lines of the principles of *Ling*. Besides the educational-formative gymnastic, basis of the above mentioned movement, modern sports and games were also used. With all these elements there has been set up a system in which gymnastic and sports are considered educational means indispensable and complementary of equal importance in achieving the "goal" of physical education. It was determined that each primary and secondary school ought to have specialized teachers for physical education, a subject which since then, has been a required course indispensable to the students being promoted and finally graduated.

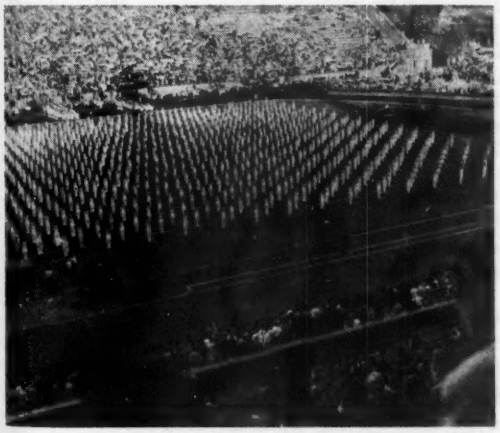
In 1932 the "Instituto Nacional de Educacion Fisica" was established, which since 1946 has been an integral part of the College of Education of San Marcos National Mayor University of Lima. The "Institute" is carrying out the task of supplying the Peruvian schools with competent teachers of Physical Education; teachers who have routed out the empiricism and the inefficacious procedures which if they had relative merit and value at the time of their implantation already the advance in technical and pedagogical learning were rejecting as unscientific and ineffective.

Today

At the present time physical education in Peru presents the following picture:

1. ACTIVITIES.—Formative-educational gymnastic, sports and games as fundamentals. Rhythmics, folklore, camping and scouting as complementary.

2. STAFF.—The Institute of Physical Education grants the degree of "*Professor de Educación Física*" in a curriculum which it takes four years to complete. The title of "Professor de Educación Física" has university status and one who has this degree can teach not only in the primary and secondary schools but also in colleges and technical schools.



Gymnastic Demonstration 1952
1500 Secondary School Boys

3. ORGANIZATION AND CONTROL.—The Ministry of Public Education through the Department of Physical Education controls and supervises physical education both, in and out of schools.

Each school (primary and secondary) must have technical personnel in physical education. Physical education is a subject required for obtaining the certificate or degree in high school. Teachers have equal salary with other teachers, and both primary and secondary receive a five per cent raise every five years. They have a three-months vacation every year with pay.

The Department of Physical Education has set the following objectives: a) To assure health; b) To direct a balanced complete development of the body; c) Achieve a proper neuro-muscular coordination; d) Develop a spirit of initiative and cooperation; e) Stimulate the formation of habits of cleanliness; f) Promote bodily beauty.

In primary education, three thirty-five to forty minutes classes a week are given; in secondary education two forty-five to fifty minute classes a week. In addition supplementary activities, games and athletics, usually take up one afternoon each week.

Physical education outside of school consists of athletic contests in which amateurs and professionals take part. These contests are controlled and organized by the National Committee of Sports which is made up of delegations from each branch of the various national amateur federations of sports and the National Commission for Recreation. This institution, although autonomous is under the supervision of the Department of Physical Education.

The Ministry of Public Health through its School Sanitation Section, works with the Department of Physical Education in health instruction and medical control. This medical control with reference to the athletics outside of school, is in the hands of the Association of Sports Physicians.

And last, physical education for citizens under arms is offered and controlled by the Military Board of Physical Education. The instructors are specialists in this aspect of physical culture, and they receive their training in the School of Physical Education and Fencing of the Peruvian Army.

This is rapid glance at physical education in Peru and its evolution. The road has been and will continue to be a long one. Much remains to be done.

Dr. Belevan-Garcia is a member of the faculty of San Marcos National University of Lima.

Is Physical Education Still On Probation?

J. C. Bonham

PHYSICAL EDUCATION has been in the school curriculum in most countries for many years, but is it really accepted as an essential part of the program? As far as New Zealand is concerned the answer is in the negative. This is probably also the case in some other democratic countries, despite a lot of lip service and written propaganda to the contrary. State education budgets expand and contract with changing economic conditions. It is most noticeable that one of the first signs of an adverse swing of the economic pendulum, is a decrease in the expenditure on sports' facilities, and a shrinkage in the number of physical education teachers.

One often hears the explanations which are most acceptable to our egos, "The old fashioned headmaster, trained in a past decade, does not want it. He knows nothing about it and does'nt want to learn," or—"If more money were spent on physical education we would get better results and it would be accepted." Whatever the reason may be, we cannot escape the conclusion if we are honest with ourselves, that we have failed to prove our case.

Just how have we failed? Is it because we need to clarify the objectives of a physical education program so that they are understood and appreciated by government and public alike, or is it because we have no fixed standard of achievement at the various levels of education, as we have in other subjects? Are systems too complicated to be easily taught and easily learned? Or do we need more formal exercises and more discipline in our program?

Let us examine these questions more closely. What is our goal? Is an improved standard of health the primary objective, or is physical education predominantly a subject for inculcating principles of sound character and good citizenship, through self discipline and group discipline? During the period of our physical growth should our education be mainly physical as the Greeks had it? Modern living demands the sharpening of mental tools at an early age, and early specialization. Is physical education then, merely an antidote to mental constipation—a safety valve for the confined energies of desk-ridden children?

There is little room for argument in these probings. Health *is* the prime objective. Well then, let us tell the parents, the teachers and the children that daily exercise is essential to health. Let us convince our education planners that nothing short of a daily routine will suffice to improve our national health and that it is more important to a child than a knowledge of the three R's. As Dr. McCloy says in the May issue of The Physical Educator, "Our field is the only one in education which deals *primarily* with the *physical* aspects of the organism." We should not cease in our efforts until it is accepted for all time as a basic subject.

Unless we fix standards of achievement and check by examination to ensure that they are attained, there is no compulsion on teacher or pupil. To strive we must have an objective. The child should not be compelled to conjure, perhaps an unattainable goal out of his imagination. The milestones of physical progress should be signposted for him.

The trend in general education towards the "play way" of learning has been paralleled in most countries by a similar bias in physical education. I believe that invaluable opportunities to teach self discipline will be lost if this trend continues. Formal exercises, properly controlled, have no substitute in inculcating self-discipline and group discipline.

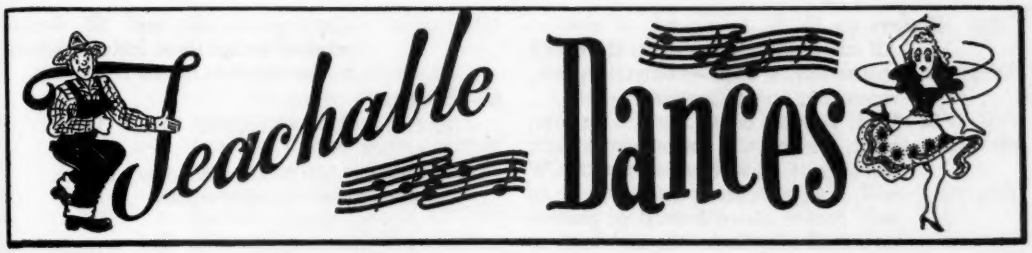
Finally, in these days of conflicting ideologies, it is surely important that we maintain a higher standard of health and sporting prowess than the "citizens" of iron curtain countries. The recent good performance of Stalin's teams at the Olympic Games was a propaganda victory of tremendous magnitude. We are agreed, no doubt, that the starting point in our race against our communist competitors is the physical education program in our schools. Our Olympic representatives are an important by-product of the system, and although we have conceded that the production of champions is not our objective, the argument is still tenable. The more efficient the system, the more champions it will produce as a by-product. Whether we like it or not, sport has now become a political instrument. Let us use it to *our* advantage.

The fact that America is still supreme may lead to complacency. The goal of supremacy having been attained must not lead to a relaxation of efforts to improve the system. If we do, the Russians may be on top out here in Melbourne in 1956.

In New Zealand, at least, we have need still of the missionary spirit. The gospel of "Mens Sana In Corpore Sana" must still be preached until physical education is given its rightful place in our curriculum.

"Do you remember when it took character, not whiskey, to make a man of distinction?"

Mr. Bonham is director of recreation, the Auckland Y.M.C.A., New Zealand.



Edited by W. K. Streit

Dr. Ralph Piper, professor of Physical Education at the University of Minnesota, is our guest caller. Ralph who is also gymnastic coach and chairman of the N.C.A.A. Gymnastic Committee, will dance or call at the drop of the hat. He is associate editor of "American Squares," and "Square 'N Round". The annual summer training school for teachers of folk and square dancing will be held at a camp in Loretto, Minnesota, August 23-30. For information, write C. C. Thomas, 121 Delaware Street, Woodbury, New Jersey. Square your sets!

DOUBTLESSLY most readers of this column already have a good repertoire of dances for use in their school classes or in leadership of recreational groups. However, we are always looking for new material and I am presenting below a variety of dances which have not been previously printed in this magazine.

These are all popular dances among folk dance groups (folk dancing includes squares, rounds, circle and mixer dances). They are simple enough so that a teacher can easily work them out if he can do basic waltz, two step, polka, and schottische steps.

A. Mixers. It is a wise leader who includes mixers in all of his programs. Folk dancing is inherently a social activity and people are not gaining full value by dancing with the same partner or in the same set all of the time.

1. BUTTERFLY. A good ice breaker on a one night stand. Especially good when there is an over abundance of one sex.
Music: Slow waltz for 16 measures followed by a fast tune in 2/4 time. Record FM 335 or put a ten inch waltz record on top of a twelve inch two step record and switch the needle from one to the other manually.
Formation: Triple circle composed of sets of three people facing CCW, hands joined in a line. May be one man and two ladies or any combination.
Action:
A. All move forward stepping on the left foot and swinging the right foot across in front of it; repeat to right side and continue 'till music changes from waltz to two step.
B. Each center person does a right elbow turn with the person on the right, then a left elbow turn with the person on the left; continue until the music again changes to waltz meter when the center person moves forward to join the next set ahead.

2. ALL-AMERICAN PROMENADE. A lively mixer to lively music. Composed by Doc Alumbaugh of California.
Music: A medley of march tunes. Record —Windsor 7605
Formation: Double circle, couples facing CCW, inside hands joined.
Action:
A. Count 1–4. Starting on outside foot, walk 4 steps fwd., turning inward on the 4th to face CW, joining opposite hands. Count 5–8. Continue in same direction with 4 steps walking backward. Count 9–16. Repeat 1–8 in opposite direction CW.
B. Count 1–4. One two step away from partner then towards partner
5–8. Lady crosses in front of gent moving to his left side with 4 walking steps while making a full turn CCW, join inside hands.
9–12. One two step *towards* partner, then away from partner.
13–16. Lady moves across in front of her partner facing the man behind. All ladies move to the gent behind with another ½ or 1½ turn CW as the men move fwd to meet the ladies ahead.

3. CIRCLE SCHOTTISCHE
Music: Any good schottische.
Formation: Single circle of couples facing center, hands joined.

Action:

A. All schottische to the right, then back to the left, 4 steps—swings in place; repeat but end facing partners.

B. Each schottische to his or her own right, then back to the left, hook right elbows with partner and turn once CW with 4 step-hops; repeat but move to next person ahead instead of partner on second schottische step and finish in single circle facing center.

B. Round or Couple Dances

1. Mazurka Waltz. For those who can waltz this may be done in place of or alternated with the Hambo step.

Music: Any good Hambo such as Scandinania 1105-B, 3418; Standard 2023-A, 5001-A, 2028-B; Imperial M. Herman 2002, 2003, 2004.

Formation: Couples any place on the floor facing CCW, inside hands joined.

Action:

A. Meas. 1–4. Two Tyrolean waltzes or waltz balance steps away from and towards partner, then two waltzes fwd (the man should move in front of his partner at the end of the second waltz step so that his back is to the line of dance in closed position with his left foot free and ready to step back on the left foot to start the *right* turn waltz)

B. Meas. 5–8. Two waltzes in closed position turning once CW, then lady does one more CW turn in two waltzes under man's left arm as man dances backward with two waltz steps. End in position to repeat entire dance.

2. NORWEGIAN POLKA

Music: Any Scandinavian polka such as Standard 5018-B, 2012-B, Victor 26-0029, M. Herman 2001.

Formation: Couples any place on the floor facing CCW, inside hands joined.

Action:

A. Meas. 1-4. Starting on outside foot walk 3 steps fwd and swing inside foot fwd; repeat in opposite direction. Meas. 5-8. Walk 4 steps fwd then in waist-shoulder position (man's hands on lady's waist, hers on his shoulders) twirl twice around CW in 4 walking steps finishing in position to repeat entire dance.

Note: This is the way I learned the dance from a group of Norwegian dancers in New York in 1945. Some of our dancers add solo turns and hand clapping to this and all dances whether or not these features belong to the dance in question.

C. Squares

1. SASHAY PARTNERS HALF WAY ROUND

Music: Any good square dance tune.

Formation: 4 couple square

Call and Action:

A. Introduction: Use any introductory pattern such as

Allemande left with your left hand
Right to your own, go right and left grand
Half way round now meet your own
Give her a twirl and promenade home.

B. Figure:

First couple out to the couple on the right and circle four
Sashay partners half way round (gents cross behind and ladies in front with 3 steps and a kick or slap both hands with the person you meet)
Resashay and go all the way round (retrace same path then go around each other, gent passing in front)
Form a ring and make it go (circle 4)
Break that ring with a do pas so (turn partner with left, corner by the right, pivot partner by left)
Circle four go on to the next
Pick up two and circle six
Repeat the basic figure with six, then pick up two and repeat with eight and promenade home.
Repeat all with second couple leading, then third and fourth

C. Ending. Use any ending pattern such as

All join hands and balance in
Balance in and balance out
Now in to the center
And give a shout.

2. LA RUSSE QUADRILLE* (Northern England)

Music: "LaRusse", Fol. 1209; "Bluebell Polka" or other suitable tune.

Formation: Square set of 4 couples, numbered CCW.

Action:

Introd. (4 measures) Partners honor

A1 1–2 Each man passes behind his partner to the next lady on his right who moves to meet him in 4 steps.

3–8 All balance to new partner and swing.

A2 1–8 Men return to partners, balance and swing.**

B1 1–8 Leading couple swing (1st couple this time).
B2 1–8 Leading couple promenade inside the set to places, visiting each couple in turn and bow.
A3 1–4 Leading couple change across the set with opposite couple (leading couple passing inside); partners change places.
5–8 Repeat to places (leading couple passing outside).
A4 1–8 Same couples repeat whole cross-over figure.
B3 1–8 All 4 couples join hands and circle left one around (polka step).
B4 1–8 All promenade back to place (polka step).
Repeat from A1 with 2nd, 3rd, and 4th couples leading in turn.

* Country Dances of Today, May 1951 (Book 2), p. 6, Country Games Society, 31 Union Square West, New York City.

** Note: The balance here is: step on R foot, swing L foot; repeat to left.

INTERNATIONAL WALTZ

Music: Morrison A31.

Action:

1) Step swing forw. on outer foot—1 M.
Step swing forw. on inner foot, the swinging leg forw., outw. and backw. in a circle (ronde' jambe')—1 M.
Step backw. on the outer foot 9 cts.—(1-2) & forw. in inner foot on ct. 3—1 M. Step forw. on outer foot—1 M.
Step forw. on inner foot—gents right—1 M.
Swing outer leg forw. & immediately make 1 turn inw.—1 M.
Step to the rear, L. O. D. on gents R., lady's L. & close L. to R.—1 M.
Step to the rear L. O. D. on gent's R., lady's left—L. (sidw.)?
Step left over right, for gent, to rear L. O. D.—
Step right over left, facing L. O. D. with a dip on inner foot—1 M.
Three quick steps forw. (L. R. L.) for gent, lady opp.—1 M.
And dip with inner knee—both—1 M.
Waltz turning together for 4 M. (Turn lady outw.)

16 M.

2) In dance position:
Waltz balance step left forw. & right backw. for gent, lady opp.—2 M.
Both make 1/8 turn right, evading, and gent takes 3 steps starting with left over right, lady opp.—1 M.
Now a ½ turn left and 3 steps with the right over left—1 M.
Waltz together for 4 M.
Repeat all of step 2 above—8 M. 16 M.
Repeat from beginning.

32 M.

THE NINE PIN

Formation: Square set with odd person in center

Action: Head couples forward and back,
Circle four around the nine pin
Side couples forward and back
Circle four around the nine pin
Number one swing the nine pin
Same for numbers two, three and four
Circle five and swing
Repeat with new nine pin.

Note: The nine pin may be either a man or woman.

Know what you know and
Stick to it
Know what you don't know
And admit it

—Confucius

"Man wonders over the restless sea . . . the flowing waters . . . the sight of the sky . . . and forgets that of all wonders, man himself is the most wonderful.

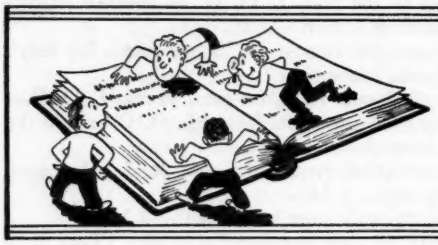
—St. Augustine

Even a mosquito doesn't get a slap on the back until he starts working!

—*Outdoor Indiana* from the News Letter of The Nebraska H P E & R

Heredity is an omnibus in which all our ancestors ride, and every now and then one of them puts his head out and embarrasses us.

—Oliver Wendell Holmes



BOOK Reviews

Edited by K.W. Bookwalter

BURTON, WILLIAM H., *The Guidance of Learning Activities*, (Second Edition), New York, Appleton-Century-Crofts, Inc., 1952. 737 pp. $5.00.

One is shocked by the discrepancy between contemporary practice and the principles herein described. He will probably doubt the feasibility of many proposals—at least in the near future. Yet one will realize the psychological verity of many criticisms of present practices.

The need for reconsideration of educational goals is made obvious. The types of outcomes to be sought are exemplified and defined. The organization of the setting for their learning as well as suggestions for improving traditional and modern techniques make this text a stimulating source.

Each major section of a chapter has guiding questions to develop the reader's insight into the subject under consideration.

KARL W. BOOKWALTER

CORBIN, H. DAN, *Recreation Leadership*, New York, Prentice Hall, Inc., 1953. 465 pp. $5.00.

For answers to the needs of recreation leaders, who are involved in a varied recreation program, up-to-the-minute concepts and programs are explained. The essential aspects of recreation leadership are brought together in one volume.

The book is divided into six parts: background; organization and administration; program essentials —indoors, outdoors, and planning aids; and appendices. A surprising amount of detailed information is given. The appendices include: counseling organizations and associations, periodicals in the field, and a copy of the Act of General Assembly, No. 235, (Pennsylvania).

CAROLYN W. BOOKWALTER.

Joint Handbook Committee, *Putting PR Into HPER*, Washington, D.C., American Association of Health, Physical Education, and Recreation, 1953. 64 pp. $1.00.

This handbook has been prepared to help school personnel in health, physical education, and recreation grasp the significance of their role in public relations. It is divided into twelve chapters thereby presenting twelve aspects of public relations for AAHPER members. Many illustrations are given which are experiences from the front-line of everyday school work.

Public relations is something to *do*. All of us must be not only competent teachers but we must be active partners in helping the public know and appreciate its schools. This book is a source of many excellent ideas.

William K. Streit is one of the contributors, helping to write five of the chapters.

CAROLYN W. BOOKWALTER.

KELLEY, EARL C., *The Workshop Way of Learning*, New York, Harper and Brothers, 1951. 169 pp. $2.75.

The heart of this exciting, though at times provocative, text centers around these principles: The most important thing about a learner is his attitude toward other people. A learner's primary need is better human relations. Every individual learner can contribute to the common good. The human organism is curious and a little learning leads to more learning. Most crucial learning deals with one's current problems. Cooperation is superior to competition as a way of life.

Chapters are devoted to getting started, developing interest groups, using all resources, general sessions, evaluation, outcomes, unsolved problems, and conclusions.

On the basis of reading this and related texts by the author and his colleagues, this abstractor is presently experimenting with workshop technique in one of his current classes. It is different to say the least!

KARL W. BOOKWALTER.

KELLEY, EARL C. and RASEY, MARIE I., *Education and Nature of Man*, New York, Harper and Brothers, 1952. 209 pp. $3.00.

This book at least challenges present teaching, if all suggestions for its improvement are not completely practical. Every teacher should evaluate his own teaching in light of these proposals.

The organismic unity of man as well as his interrelationship with society are made the center of the educational process. The need for new concepts of time, distance, philosophy, interpersonal relationships, wholeness, and freedom is stressed.

We must stress creativity, cooperation, the use of environment, communication, and experience in the unique education of each individual. Competition is devisive, cooperation integrative. All living tissue is purposive. Man's energy must be liberated to achieve its purposes.

Growth is of two kinds, perceptive and physical, and the *former* is what we are made of. The evaluation of these growths should be made by the learner *not* the teacher. Authoritarian methods and standards can not attain the individual's purposes. Verbalism must give way to active participation in the educative process.

KARL W. BOOKWALTER.

KILANDER, H. F., *Health Services in City Schools,* U. S. Office of Education Bulletin 1952, No. 20, Washington, D.C., U. S. Government Printing Office, 1952. 68 pp. 25c.

This is the third report, made at ten year intervals since 1930, of the school health services in the nation. The information was obtained from two questionnaires. The report should be of special interest to school administrators, school health service personnel, public health officials, medical and dental societies, parent-teacher associations, and many other individual groups.

Some of the findings include: school health services were reported by 91 per cent of all school systems in cities with a population of 2500 or above; at least one medical examination is required by 83 per cent of all school systems of each pupil while in school and 17 per cent require eight to fourteen examinations; at least one dental examination is required by 59 per cent of the cities; and specialized school nursing service is reported by 54 per cent of the cities.

CAROLYN W. BOOKWALTER.

MACKINTOSH, HELEN K. and OTHERS, *Schools At Work in 48 States,* Washington, D.C., U. S. Office of Education Bulletin 1952, No. 13, U. S. Government Printing Office, 1952. vi, 138 pp. 35c.

This is the result of a cooperative study made over a period of 2½ years by nine staff members of the Office of Education. At least one school system in every state was visited.

The book is divided into four parts: "Teachers At Work, Pupils at Work, The School Program, and School and Community At Work." Descriptions are given of how some schools in various parts of the country are effectively handling certain common educational problems. Old procedures as well as new are described. These suggestions are intended not to be copied but to stimulate readers to look carefully at their own practices for purposes of evaluation. The book is interestingly illustrated.

CAROLYN W. BOOKWALTER.

MEANS, LOUIS E., *The Organization and Administration of Intramural Sports,* (Second Edition), St. Louis, C. V. Mosby Company, 1952. 466 pp. $5.75.

Those who have used the first edition of this book will note that the second edition is quite similar and contains all of the merits of its forerunner. The main differences noted are the addition of twenty-six illustrations, the selected bibliography at the conclusion of the text has been brought up-to-date, and the various phases of the materials throughout the text have been supplemented by the addition of approximately fifty paragraphs.

For intramural administrators, instructors, and professional students in physical education, who are interested in intramural sports, this text will be found to be of interest and excellent assistance because such topics as organization of units for competition, program of activities, point systems, awards, administrative problems and responsibilities, intramural regulations, programs for girls and women, finances, etc. are discussed. Contained within the discussion, are practical suggestions that colleges and high schools have found to be workable and effective.

The fact that this book, which was originally published in 1949, is now in its second edition indicates that it fills a need.

E. B. SCOTT.

MURRAY, RUTH LOVELL, *Dance in Elementary Education,* New York, Harper and Brothers, 1953. 342 pp. $4.00.

The author is interested in the place of dance in the sphere of education—not merely in the whole program of health and physical education. She is also interested in the place of dance in education for boys as well as for girls. The book is well adapted for use as a textbook for graduate and undergraduate physical education courses.

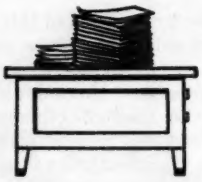
The six parts of the textbook include: overview, making dances, learning dances, skill of movement, skill of rhythm, and aids to dance teaching. One particularly valuable chapter for the teacher is the chapter on "Performance Standards for Dance Skills" for grades 1-6, for movement and rhythmic skills.

CAROLYN W. BOOKWALTER.

ROTH, CHARLES B., *The Sportsman's Outdoor Guide,* New York, Prentice Hall, Inc., 1953. 168 pp. $3.95.

This is an interesting book for the person who wants hints for true camping skills. Written by an experienced camper, the book includes suggestions for selection, care, and use of camping, hunting, and fishing equipment; selection and packing of food for camping trips, techniques of travelling, and how to keep physically fit. Elaborate equipment and materials are not recommended. The reader is encouraged to select equipment and materials light in weight, effective in use and compact in size.

CAROLYN W. BOOKWALTER.



Recent ARTICLES

Edited by K.W. Bookwalter

Anonymous, *AA, Monthly Bulletin,* Indianapolis, Indiana State Board of Health, 55:9, (September, 1952), pp. 204, 205.

"Alcoholic Anonymous is a fellowship of men and women who share their experience, strength, and hope with each other that they may solve their common problems and help others to recover from alcoholism. The only requirement for membership is an honest desire to stop drinking. AA has no dues nor fees. It is not allied with any sect, denomination, politics, organization, nor institution; does not wish to engage in any controversy, neither endorses nor opposes any causes. Primary purpose of its member is to stay sober and to help other alcoholics achieve sobriety."

The article states that this foregoing statement is the official definition for AA. It is said that alcohol is our fourth greatest public health problem. AA was founded on Mother's Day, 1935, at Akron, Ohio, and there are now 4,500 groups all over the world. Approximately 130,000 men and women are cooperating to combat one of the world's major health problems.

The new member learns that alcoholism is believed to be a disease of body, mind, and soul. There is nothing mysterious about AA, and it is said that the spiritual angle may well be termed the keystone of the program. The AA public relations policy is based on attraction rather than promotion. Principles are always placed above personalities.

CHARLES P. NADER.

Anonymous, "Fun Doesn't Stop at Sixty," *Recreation,* 46:7, (December, 1952) pp. 414-416.

This article describes the recreation program designed to meet the needs of the older adults which is offered by the Milwaukee Department of Municipal Recreation. It is said it might well serve as a pattern for other communities.

In 1951, more than fifteen hundred men and women were active in this city-wide organization, with thirty-three clubs, twenty-nine of which meet regularly in the social centers of the recreation department, three in private agency community houses, and one in a parish church.

Anyone sixty years of age or over is eligible for membership. Meetings are held each week. Each group elects its own officers and committees help in planning the programs and activities. An all-city council made of two representatives from each club act as planning and steering committee for all the all-city activities.

The article states that the backbone of this entire program is its leadership. One full-time recreation director plus two full-time assistants and several part-time leaders devote their time in promotion, organization, and supervision of these clubs.

"The recreation department's primary function is to provide leisure-time activities for these old folks and to make their lives happier through an organized program of friendly service which provides opportunities for social contacts and the preservation of skills and hobbies. In this manner, each one receives mental stimulation, satisfactory social relationships, and accepts group responsibilities."

CHARLES P. NADER.

DREESE, W. C., M.D., "Skin Injury by Fluorescent Bulb," *Journal of the Kansas Medical Society,* December, 1952, p. 564.

When cutaneous lesions caused by the fragments of a fluorescent bulb failed to heal after two years, a permanent cure was finally effected by wide excision of the draining lesion and apparently healthy surrounding tissue followed by transplantation of a full skin flap. The necessity for this definitive action in these cases is the mitigation of implanted beryllium, which is carried by macrophages far into the surrounding tissues. As a result, draining sinuses are created which resist conservative procedures. The author says that active tubercle-like granulomas were found two years after injury. Consequently, it is essential that all contaminated tissue, which may appear healthy, be removed prior to initial wound closure.

MEDICAL ABSTRACT SERVICE.

DOHERTY, KEN, "Tactic in Distance Racing," *Scholastic Coach,* 22:7, (March, 1953), pp. 30, 32, 34.

This article deals essentially with tactics when pace setting and when following pace. Thirteen suggestions are given for the former and ten for

the latter. All make up sound advice from a well-known track coach.

CAROLYN W. BOOKWALTER.

GIGOT, ALBERT F., M.D., and FLYNN, PAUL D., M.D., "Treatment of Hiccups," *Journal of the American Medical Association*, October 25, 1952, p. 760.

Hiccups may be a serious complication during and following surgery, a fact which gives this pathological respiratory reflex a special interest to anesthesiologists. Accordingly, the authors review the experience of others and report their own in the management of the problem. Treatment, which they observe, is notably disappointing, they discuss in relation to etiology. Prevention and treatment during surgery is given particular attention. These begin with simple medical steps, progressing toward the most radical treatment. Enumerated in order these steps are counterirritation, gastric lavage, atropine, heavy sedation, carbon dioxide, phrenic nerve block, and phrenic nerve crush.

MEDICAL ABSTRACT SERVICE.

McCRISTAL, KING J., "How Competent Is Your Staff?" *Journal of the American Association for Health, Physical Education, and Recreation*, 23:10, (December, 1952), pp. 6-7, 22.

"Do you really know the strength and the teaching abilities of the people who make up your staff? Have you explored the abilities and the skills of those who teach the classes in your department?" These two very important questions are discussed in this article and possible solutions are given.

Usually when a teacher is hired, the administrator chooses him for some particular area or several areas. It may be that this person has even greater competencies in some area for which he was not hired. This situation is quite common in our schools today.

In the Men's Physical Education Department at Michigan State College, staff members are asked to fill out Teacher Competency Sheets. He is asked what activities he is best qualified to teach; those next best; those he could teach, but doesn't particularly like; those activities he has had no training in and can't teach; and then for what activities would he like to have in-service training.

An in-service training program, requested by the instructors, was inaugurated to make the best use of the instructional staff's abilities. All policies governing this program were proposed and adopted by the staff members. No inducements, such as reduced teaching loads, were offered and nothing with reference to remuneration was suggested. Every trainee was expected to attend a regularly scheduled class for college students.

Upon completion of his training, the trainee was appraised by his teacher.

CHARLES P. NADER.

MACKEY, RICHARD T., "Audio-Visual Cues in Golf Teaching," *Scholastic Coach* 22:6, (February, 1953), pp. 20-22.

Audio cues involve the use of a key word or catch phrase to present a basic concept. Visual cues, on the other hand, involve the use of check points for improving form and of demonstrations or diagrams by the instructor. Illustrations for both forms of cues are given for the grip, chip and pitch shot, iron shot, wood shot, and putting.

This article should prove to be very helpful to the golf teacher.

CAROLYN W. BOOKWALTER.

SIDAR, A. G., "Wrestling Illustrated," *Scholastic Coach*, 22:6, (February, 1953), pp. 12-14.

Pictures and descriptions are given for the following wrestling holds: Nelson series—quarter nelson, half nelson, partial three-fourths nelson, the three-fourths nelson, and full nelson; the cradle—cross-face and drive head toward legs, hook arm under leg and drive leg toward head to lock arms, rock opponent over leg and on his back, and tighten arms and scissor free leg; guillotine—cross-body ride, pull man's arm over head and grasp his head, pull head toward you and force body away with hips; half nelson and crotch—left hand under near arm and to the far side of opponent's head, right hand under near leg, pull head in and lift leg, and tighten nelson as opponent turns on his back; and scissors and half-nelson—scissors, half-nelson and slowly turn opponent, and let man turn slightly in scissors and tighten nelson as he's rolled to his back. A wrestling teacher will find help in this article as would a student of wrestling.

CAROLYN W. BOOKWALTER.

THOMAS, LEWIS, M.D., "Recent Advances on Rheumatic Fever," *Minnesota Medicine*, December, 1952, p. 1105.

Use of penicillin prophylatically in rheumatic children or early and energetic penicillin treatment at the first sign of a streptococcal respiratory constitute, in the author's opinion, the most significant therapeutic advance made in the rheumatic fever problem. The writer divides his review into discussions of the three main phases of the rheumatic fever problem: etiology, pathogenesis, and treatment. In his opinion, ACTH and cortisone have, at present, a restricted range of usefulness in this condition. Since use of these hormones is attended by certain hazards relating to infections and bacterial endotoxins, he feels that until more information becomes available "it would seem prudent to limit the clinical use of the hormones to those diseases in which important beneficial effects are *known* to occur, and in which infection either does not exist or is kept under control by concurrent antibiotic therapy."

MEDICAL ABSTRACT SERVICE.

Who's Who in Our Profession

MABLE LEE

MABLE LEE was born at Clearfield, Iowa, on August 18, 1886. She received the B. S. degree (magna cum Laude) from Coe College in 1908 and the LL.D. from the same college in 1939. In 1910, she received a certificate of hygiene and physical education from Wellesley College.

Dr. Lee began her teaching career as Director of Physical Education for Women at Coe College in 1910. From 1918-19, she was Director of Physical Education at Oregon Agricultural College and from there went to Beloit College. In 1924, she was appointed Director of Physical Education for Women at the University of Nebraska and served in this capacity until her retirement in 1952. During World War II, she was Regional Director, Division of Physical Fitness, Office of Civilian Defense and, also, served on the National Advisory Committee, Women's Army Corps.

Dr. Lee has held many offices in both professional and honorary organizations. Some of these are: first woman to serve as president of the AAHPER; president, Midwest Association for HPER; president, American Academy of Physical Education; Member, Board of Directors, Women's Division of the NAAF; committee member, White House Conference on Health and Protection; and on many state committees.

Dr. Lee received the Luther Halsey Gulick Award and the Fellow Award, AAHPER. She is author of *The Conduct of Physical Education* and co-author of *Fundamentals of Body Mechanics and Conditioning.*

MISS MANLEY was born in St. Louis, Mo., on November 15, 1894. She received the A. B. degree from Wellesley College and the A. M. degree from Columbia University.

Her teaching experience has included public school and college teaching. She is Director of Health, Physical Education and Safety for the University City Public Schools, University City, Mo. She has conducted workshops and has served as visiting lecturer in many cities throughout the East and Midwest. In 1946-47, she served as Specialist in Health Instruction and Physical Education for Elementary Schools for the U. S. Office of Education. During the summer of 1948, she served as Health Consultant in Japan.

She has served as president of the AAHPER; the Central District; and the Missouri Association HPER. She is a member of many other professional and honorary organizations.

She was awarded the W. G. Anderson Award in 1952. Other honors include: Fellow, American School Health Association; Fellow, AAHPER; and American Academy of Physical Education.

Miss Manley is co-author of *Education Through School Camping* and has contributed articles to a host of professional journals. She is listed in *Who's Who in American Education, Leaders in Education,* and *Who's Who in the East.*

HELEN MANLEY